

English, Grade 10

Applied

ENG2P

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: English, Grade 9, Academic or Applied

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. 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., listen to an oral presentation to determine the main ideas and relevant supporting details; understand others' points of view during a conversation;*¹ *identify and understand two sides of a news story about an Aboriginal issue or event*)

Teacher prompt: "Why is it important to have a focus for listening? How does your focus change in different situations, such as listening to music versus participating in a conversation?"

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 clarifying questions during a guest speaker's presentation, when appropriate; acknowledge others' ideas using appropriate body language and facial expressions*²)

Teacher prompts: "What questions come to mind when you listen to the speaker? At what point would you ask them?" "In what ways can you use body language to encourage a person to continue speaking?"

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 a note-taking template before listening to a guest speaker; make notes to identify main ideas while listening; summarize an oral text for a partner after listening*³)

Teacher prompt: "How can you prepare to listen to an oral text so that you will understand the text better? How might your preparation be different when you are preparing to listen to exam instructions than when you are preparing to listen to a dramatic reading? Why would your preparation be different?"

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., tell the class about the main ideas in a partner's reflections after a Think/Pair/Share;*⁴ *use a poster or map to represent the important ideas in an oral text; use a graphic organizer to summarize the contents of a podcast*⁵)

Teacher prompts: "What is the purpose of the podcast? How and when is the main idea introduced?" "Which graphic organizer is the most effective to use when summarizing the guest speaker's presentation? Why?"

1. TLCC 7-12 "Group Roles" 158 and "Discussion Etiquette" 176 2. TLCC 7-12 "Discussion Etiquette" 176 3. TLCC 7-12 "Timed Retell" 156 4. TLCC 7-12 "Think/Pair/Share" 152 5. TLCC 7-12 "Most/Least Important Ideas and Information" 44

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., listen to songs from a movie soundtrack and explain their interpretations of a major theme in it to the class; listen to the dialogue in a radio commercial to identify the product, setting, and main idea*)

Teacher prompt: “What messages did you get from the speaker’s tone of voice, body language, and facial expressions?”⁶

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., discuss their memories of a recent news item in a small group and then review the story online to check the accuracy of their memories; compare the ideas in an oral text to those found in a book, film, or song on the same topic;⁷ after listening to a movie review, discuss similarities or differences between the reviewer’s opinion and their own opinions⁸*)

Teacher prompts: “Which adaptation of the story do you prefer? Why?” “Which article on the topic is most helpful for your purposes?” “Which news article captures the game just as you experienced it? What is missing from the others?”

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., compare the tone and the ideas emphasized in speeches by opposing candidates in student council elections and suggest how each approach would influence an audience; identify the techniques that are used in a general assembly to engage students, and explain which ones are most effective and why; compare the techniques used in various online audio clips to entertain the audience⁹*)

Teacher prompt: “Why did the social convenor candidate choose that music to introduce his/her speech? How did the audience react when the music started again? Why?”

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, identity, and power (*e.g., listen for generalizations about groups of people in historic political speeches; do a mock interview with a character from a story to determine how his/her background has influenced his/her behaviour and attitudes;¹⁰ identify which words or phrases in a news broadcast signal generalizations or stereotypes about race, gender, culture, ability, or age*)

Teacher prompts: “What values presented by the speaker are stated outright? What values are implied?” “Can you trust the speaker to be a reliable narrator? How can you tell?”

Understanding Presentation Strategies

1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain (*e.g., assess how an actor changes his/her voice to convey different characters in a segment of a novel on audio tape; examine the use of sound effects in a one-act play to determine how they help the listener interpret the story*)

Teacher prompt: “At what point in the storytelling did you notice a change in pace? Why do you think the reader made that choice? What effect does it have on the listener?”

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., request funding for a field trip from the principal;¹¹ make a commercial for the local radio station to promote a school function;¹² recite an entertaining poem to the class; participate in a small-group discussion about a current issue¹³*)

Teacher prompt: “What should you say to the principal first? What would be the most effective argument for why she should support the field trip? How would you word it?”

6. TL Library Research 7-12 “Planning for an Oral Presentation” 32 7. TLCC 7-12 “Jigsaw” 170 8. TLCC 7-12 “Place Mat” 162
9. TL Media 7-10 “Examining Multiple Perspectives of an Advertisement” 22 10. TL ESL/ELD Part II “Hot Seat” 14 11. TLCC 7-12
“Determining Key Ideas” 166 12. TL Media 7-10 “Producing a Public Service Announcement” 18 and TLCC 7-12 “Effective
Presentation Skills” 196 13. TLCC 7-12 “Discussion Etiquette” 178 and “Jigsaw” 170

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., use phrases such as “In my opinion...”, “I believe...”, “I think...”, to soften their opinion during small-group and class discussions;¹⁴ respond receptively to suggestions in a student-teacher conference)

Teacher prompts: “How can identifying your audience help you choose speaking strategies to use during your speech?” “If your teacher says something about your work during a private conference and you disagree, what are some effective ways to respond?”

Clarity and Coherence

2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience (e.g., determine the most effective means of organizing a presentation: chronological, least important to most important, comparative; prepare a presentation that outlines a procedure)

Teacher prompt: “Which organizational structure did you use to plan your speech? How might you reorganize it for a younger audience?”

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., describe special school programs to members of the community; role-play advising a younger sibling on how to handle a problem with a friend; use literary terminology in a book club discussion¹⁵)

Teacher prompt: “What words and phrases that we use in class every day are ‘specialized terminology’? How can we help newcomers and visitors to understand them?”

Vocal Strategies

2.5 identify several different vocal strategies and use them selectively and with sensitivity to audience needs (e.g., use changes in voice to read different characters’ lines in a scene from a multicultural play; adjust the pace of speaking for effect and to hold the audience’s attention in a readers’ theatre presentation;¹⁶ use variations in volume and tone to create mood while making a speech)

Teacher prompts: “Why would the character choose to raise his voice at this point in the story?” “What vocal effects should we practise to communicate the ideas in the narration?” “How does trying to create the voice of the character help you to understand the character better?”

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., capture the essence of a story from a non-Western culture in tableaux; use facial expressions to capture the emotions of a rap poem or song during a class presentation; practise eye contact to reflect the difference between interaction with a friend and interaction with a stranger¹⁷)

Teacher prompt: “What does the character’s physical position suggest about how she feels? What do the visual cues, such as body position, facial expressions, and the use of space tell you about the relationships represented in the tableaux? How can we use this information to help us become better communicators?”

Audio-Visual Aids

2.7 use several different audio-visual aids to support and enhance oral presentations (e.g., use sound effects to enhance a presentation; use artefacts to illustrate ideas; use a story map when telling a story to a small group)

Teacher prompt: “How did the use of a specific visual aid help you organize and present the information and ideas you gathered?”

14. TLCC 7-12 “Discussion Etiquette” 178 15. TL Library Research 7-12 “Planning for an Oral Presentation” 32 16. TLCC 7-12 “Effective Presentation Skills” 196 17. TLCC 7-12 “Effective Presentation Skills” 196

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., compare the effectiveness of several listening comprehension strategies they used; identify audience cues that prompt them to adapt their presentation strategies, such as pacing, tone, and volume, during the presentation*)

Teacher prompts: “What questions do you ask yourself to check whether you understand what is being said? How effective are they? What other strategies could you use?” “What strategies do you use to help your audience understand what you are saying? How can you tell if they do not understand? What do you do then?”

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., explain how viewing various media texts helps them create culturally sensitive presentations; explain how writing an outline for an oral presentation makes the presentation more effective*)

Teacher prompts: “How does reading a variety of types of poetry affect the way you listen to song lyrics?” “How does previewing a text prepare you for a read-aloud?”

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 informational, literary, 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 several different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading (e.g., *identify information from a recycling brochure or from the website of an environmental organization to use in an assignment about protecting the environment; identify their most favourite and least favourite characters or scenes from a short story for a double-entry journal response; read the Official Driver's Handbook in preparation for the driver's licence test; summarize information from online sources about options for completing their community involvement hours; note the text forms and features used in various charts and tables*¹)

Teacher prompts: “Now that you’ve read a variety of texts, who would you pick as your favourite author(s)?” “What websites do you go to regularly? What parts of your favourite website do you read regularly?” “When do you do most of your reading?”

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., *skim and scan, noting bold or highlighted words to gain an overview of key topics or ideas;*² *make predictions about characters’*

*actions before starting a new chapter; reread words and sentences to check the accuracy of their reading; use a graphic organizer to summarize a short story*³)

Teacher prompts: “When is it useful to skim?” “Why is scanning useful for doing research?” “Did your prediction about the character’s decision turn out to be right? If not, what did you learn about the character? What did you learn about making predictions?”

Demonstrating Understanding of Content

- 1.3** identify the important ideas and supporting details in both simple and complex texts (e.g., *imagine and describe a photograph that captures the main idea in a newspaper article; use a web organizer to record details about a character; describe a favourite team’s success during the past season to a peer after tracking the team’s performance using sports statistics; explain the key ideas in a graphic text to a partner*)

Teacher prompt: “Which of these details are most helpful for understanding this character? Which are most helpful for imagining what the character looks like?”

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., *use evidence from the front cover or advertisements of two magazines to identify the magazines’ target audience; infer the values of a character*

1. TL Technological Education 9-12 “Reading Graphical and Informational Texts” 14-20 2. TLCC 7-12 “Skimming and Scanning to Preview Text” 32, and TLE 7-9 “Making Notes” 22 3. TLE 7-9 “Making Notes” 22

based on words and actions; make inferences about the nature of a job and/or the type of employee preferred from information in a “help wanted” advertisement⁴)

Teacher prompt: “What can we infer about the salary for this job from the phrase ‘Entry-level position’?”

Extending Understanding of Texts

- 1.5** extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., relate the information in a brochure about nutrition to their own food choices; identify information about a topic in a class text that is not provided in a media text on the same topic, or vice versa; create a concrete poem or a found poem about a theme treated by a favourite author)

Teacher prompts: “How has this information changed your view of the issue? Do other texts you have read confirm or contradict this information?” “What do the details in the news article about a water shortage in another part of the world tell you about how a water shortage would affect your local community?” “Which of these characters would you be most likely to choose as a friend? Why?”

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., explain how the visuals in a magazine article draw attention to the main ideas in the article; compare elements that are used to help convey key ideas in a history textbook and those used in a science textbook, and suggest reasons for the differences)

Teacher prompt: “How does the inclusion of a map increase your understanding of the text?”

Evaluating Texts

- 1.7** evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions (e.g., determine which source gives a more reliable depiction of a movie they have seen – a movie review or the lead actor’s description in an interview – and explain why; compare the owner’s manuals for two similar software packages and explain why they prefer one manual over the other)

Teacher prompt: “Evaluate a review of a movie you have seen. Does the review represent the

movie accurately? In what ways does it misrepresent it? Do any of the reviewer’s opinions about the movie seem unfounded? Are they supported by evidence from the movie?”

Critical Literacy

- 1.8** identify perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, identity, and power (e.g., describe how the portrayal of a group by a non-group member differs from a portrayal by a member of the group; compare articles from a mainstream newspaper and an Aboriginal newspaper on a particular Aboriginal issue or event)

Teacher prompt: “In what way are [members of a particular group] represented in this text? Are they associated with any particular lifestyle or occupation? Are they presented as one-dimensional or complex in their speech and actions?”

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

- 2.1** identify several different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning (e.g., a “Frequently Asked Questions” [FAQ] section in an information pamphlet helps highlight the information that is of greatest interest to readers; captions and speech bubbles in a graphic novel or comic book help explain the pictures; dialogue in a novel gives concrete expression to character traits and conflicts; a refrain in a poem focuses the reader’s attention on a key idea)

Teacher prompts: “What would this picture tell you by itself, without the caption? How does the addition of the caption clarify the story?” “Why do you think this information is presented in a chart rather than a descriptive paragraph?”

Text Features

- 2.2** identify several different text features and explain how they help communicate meaning (e.g., font changes are used to indicate emphasis; maps are used to clarify news reports about events in other parts of the world)

Teacher prompts: “What do the headings in a textbook tell you about the different categories of information found in the text?” “Why are the frames and buttons on a web page necessary?”

4. TLE 7-9 “Reading Between the Lines – It Says–I Say–And So” 2

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., rhymes in a song or poem can add interest and an element of surprise; repetition can be used to highlight the theme, and rhyme and repetition together can help make lyrics “catchy” and memorable; very short sentences can add drama and/or emphasis to a text; an extended metaphor in a poem provides the reader with a familiar concrete image that helps clarify an abstract idea or a complex emotion)

Teacher prompt: “What effect does the author achieve by using a lot of very short sentences?”

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., words from grade-level texts; words used in personal and peer compositions; terminology in workplace documents and driver’s manuals)

Teacher prompts: “How does your reading rate change when you read different kinds of texts – for example, an instruction manual that contains familiar terms versus a novel about a subject that’s new to you?” “How does previewing a word list before you begin to read help you to understand the text?”

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words (e.g., use print and electronic dictionaries; note similarities of spelling between unfamiliar words and known words; infer a word meaning from the overall sense of a sentence)

Teacher prompt: “How does rereading the other words in the sentence help you to get at the meaning of a word?”

Developing Vocabulary

3.3 identify and use several different strategies to expand vocabulary (e.g., keep vocabulary lists that distinguish between formal and informal or slang words, idioms, euphemisms, acronyms, academic language, and technical terminology; use a dictionary to review the etymology of an unfamiliar word)

Teacher prompt: “How does your interest in [a favourite TV program/type of music/blog] influence your use of language?”

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., identify strategies they use regularly and automatically and strategies they seldom use; identify a reading situation in which a seldom-used strategy might be helpful)

Teacher prompts: “When you read a newspaper, what strategy do you use to find the stories you are interested in?” “How did conferring with a peer extend your understanding of what you read?” “What type of graphic organizer could you use to summarize a text?”

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., describe in a journal entry or to a peer how they used writing or representing skills to enhance their understanding of a text)

Teacher prompts: “How does creating online texts help you read electronic texts?” “How does creating a book jacket or a movie poster for a novel clarify your interpretation of 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 informational, literary, 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 dialogue demonstrating the conflict between two characters to be acted out in class; a series of instructions for making or doing something for fellow students; a letter about a topic of local interest/concern for a community newspaper; an article for the school newspaper on a cultural event such as National Aboriginal Solidarity Day*)

Teacher prompts: “What if your audience doesn’t agree with you? Is your purpose to make them change their mind, or simply to explain or defend your opinion?” “What questions could you ask that would help you identify the topic, purpose, and audience for your writing?”

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., identify key words and electronic search terms to narrow a search about a topic; brainstorm to connect possible topics to likely sources of information;¹ create and rank focusing questions for a topic, individually and in small groups; use a K-W-L chart to identify subtopics*

for further exploration; search an electronic library catalogue for information and ideas; discuss or debate ideas with a partner to identify possible new angles on a topic)

Teacher prompt: “What aspects of the topic do you find most relevant to your purpose for writing?”

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 several types of sources – such as newspaper articles, multimedia resources, and diverse community resources – that are most likely to provide relevant information for the assignment; use key word searches and other browsing strategies to locate a variety of relevant information from periodicals and e-books in online databases; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources, in recognition of the need to credit original authors and promote academic honesty; use a template to evaluate sources and information for reliability, currency, and relevance to the topic; use criteria developed in small groups to select appropriate information; use index cards to record sources of information, and graphic organizers to summarize information*)

1. TL Library Research 7-12 “Generating Ideas: Setting the Context” 8

Teacher prompts: “How might you use Internet websites and online databases to facilitate your research?” “How do you decide what to use, when you have too much information?” “Why do you think your research is important to you and your audience?”

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 the purpose for writing (e.g., in small groups, use a storyboard to sequence information for a collaborative narrative; use a web or flowchart to organize information for a report on a famous disaster;² create a pie chart or bar graph to represent information from a survey in preparation for writing a report)

Teacher prompt: “Which ideas are most important to you? What additional details support your ideas? Where could you add the supporting details – leading up to the main idea, or following it?”

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., share their research with a partner to identify omissions or unnecessary information; compare their list of sources with a teacher’s guideline to check for adequate breadth and depth of coverage of the topic)

Teacher prompt: “Have you recorded enough information to write effectively about your topic?”

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 informational, literary, and graphic forms (e.g., a journal entry to explore a personal opinion about an issue; a letter to the editor expressing a personal opinion about an event; a children’s story for a primary class)

Teacher prompt: “What age group are you writing your children’s story for? How long should a story be for children of that age? Should it have more pictures than text, or a balance of pictures and text, or more text than pictures?”

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 a humorous tone to describe an embarrassing moment; use a formal tone to write a letter requesting information about something from an organization or a company; use an intimate, thoughtful tone in a journal entry about a personal choice)

Teacher prompts: “Why would you use humour in a narrative about a personal experience but not in a news report?” “How does the language that you use reveal something about you?”

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., visualize the setting for a story they plan to write and develop a list of words and phrases they can use to help the reader “see” it clearly; brainstorm a list of synonyms for key words that describe the mood they want to convey in a poem)

Teacher prompt: “What words come to mind as you visualize the setting? Jot them down. What other words can you think of that might convey the same idea? Are some of them more striking than the words you thought of first?”

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making logical transitions between ideas (e.g., use some linking words and phrases and different types of clauses to combine sentences and ideas)

Teacher prompt: “Can you combine these two sentences to improve the flow of your writing? Where do you need a connecting word or idea?”

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing (e.g., identify words and phrases in their writing that signal their own positive or negative attitude towards an idea, event, or issue; explain who or what influenced their thinking in an opinion piece)

Teacher prompts: “If you have not stated your own attitude openly, what clues have you included to help the reader discover what you think?” “What particular ideas

in your text have come from your own experience?" "Should you acknowledge and try to answer a possible counter-argument in your conclusion?"

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., change the order of sentences for a more logical development of the argument; use a checklist to ensure that all the important information is included in a poster advertising an event; identify a weak or inappropriate image in their poem and substitute a stronger or more appropriate image; identify and replace overused words and trite expressions*³)

Teacher prompts: "Do you have your ideas in the best order?" "Have you included the necessary information about the date, time, and place of the concert? Is there any other factual information you should include?"

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 prompt: "Refer to your checklist as you prepare your final draft. Have you followed all the instructions for writing up the interview?"

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., use word walls and reference lists to check spelling;*⁴ *use knowledge of root words, prefixes, and suffixes to spell longer words;*⁵ *use understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling to identify and correct misspellings*⁶)

Teacher prompt: "Which word would you add to the word wall? Are you adding it because of its difficulty or because of its usefulness?"

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;*⁷ *confirm or adjust meaning by relating words to their context; check word choice by locating entry words, pronunciation keys, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a science dictionary or a dictionary of synonyms, antonyms, and homonyms;*⁸ *use bilingual or first-language dictionaries to find new words to express an idea*⁹)

Teacher prompt: "What resources would you check in order to find a word that is more suitable? How can you be sure of the word's meaning?"

Punctuation

3.3 use punctuation correctly to communicate their intended meaning (*e.g., use commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; use appropriate punctuation to indicate abbreviations and acronyms*)

Teacher prompt: "How do we indicate that this is a short form?"

Grammar

3.4 use grammar conventions correctly to communicate their intended meaning clearly (*e.g., write complete and correct simple, compound, complex, and compound-complex sentences;*¹⁰ *consistently make verbs agree with subjects, and pronouns agree with antecedents*)

Teacher prompt: "Can you combine those two simple sentences to express the idea more effectively?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers (*e.g., use a highlighter to identify questionable words or phrases that need to be checked for correct usage;*¹¹ *review drafts using an editing checklist specific to the writing task*)

Teacher prompt: "When you read through your paragraph, what weak spots do you notice? What spelling should you check?"

3. TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128 4. TLCC 7-12 "Creating a Word Wall" 30 5. TLE 7-9 "Sample Roots and Prefixes" 54 6. TLE 7-9 "Spelling Strategies Inventory" 51 7. TLCC 7-12 "Creating a Word Wall" 30 8. TLE 7-9 "Sample Roots and Prefixes" 54 9. TLCC 7-12 "Using Context to Find Meaning" 38 10. TLE 10-12 "Sentence Starters" 48 11. TLE 7-9 "Writing with Precision" 46

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 appropriate visuals, graphics, and typefaces for an advertisement; format a letter to the editor of a newspaper; create a new book cover for a text*)

Teacher prompts: “What should your letter look like, in order to create a good impression?” “How does changing the font size make the book jacket more ‘reader friendly?’”

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*)

Teacher prompt: “Did you find an organizational pattern for your opinion piece that allowed you to include most of the information from your brainstorming?”

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., compare the process used in different types of writing and discuss which they found easier and why; share what they have learned about one form of writing that they could transfer to another form*)

Teacher prompts: “What similarities did you notice between the process of writing a narrative and the process of writing a news story?” “What type of feedback did you find most helpful?” “Identify a specific area of weakness in your writing and suggest how you could improve your skills in this area.”

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., explain how talking through their thinking on a topic with a partner or in a small group has helped them organize their ideas for writing*)

Teacher prompt: “Can thinking ‘on your feet’ as you explain something to another person help you distinguish between more important and less important ideas?”

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., identify work that tested their writing skills in new ways and explain how they successfully met the challenge*)

Teacher prompts: “How did you determine what was your best work?” “What piece are you most proud of? Why?”

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., a public service announcement on television may combine informational text, a voice-over narrative, and serious background music to convey a message of social concern; country-and-western music videos use outdoor settings and characters dressed in western gear to reinforce their themes; martial arts films use quick cuts and special effects to emphasize the speed and athleticism of the action and to satisfy their target audience's expectations*¹)

Teacher prompt: "Why do soft-drink ads on television often feature young people engaged in energetic activities?"

Interpreting Messages

- 1.2** interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey (*e.g., a cell phone commercial implies a connection between owning the phone and social success; an action-adventure film implies a connection between athleticism/physical stamina and heroism*)

Teacher prompt: "What assumptions might visitors from Mars make about humans based on a viewing of North American prime-time TV shows?"

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., determine which of two competing firms' advertisements for a similar product is more persuasive, and explain why;*² *assess the importance of a catchy jingle or a memorable mascot to the success of a television commercial*)

Teacher prompt: "Have you ever seen a TV commercial where the sound was more important than the picture for communicating key ideas about a product? Was it effective? Why or why not?"

Audience Responses

- 1.4** identify and explain different audience responses to selected media texts (*e.g., parents' versus teens' reactions to a running-shoe ad featuring a sports star;*³ *male versus female responses to a historical "costume drama" movie*)

Teacher prompt: "How might people from different cultural backgrounds respond to a TV documentary about Canadian history?"

1. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2. TL Media 7-10 "Evaluating the Effectiveness of Media Messages" 28 3. TL Media 7-10 "Examining Multiple Perspectives of an Advertisement" 22

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, identity, and power (e.g., *identify beliefs or values revealed in examples of graffiti; explain how the cover of a magazine might be changed to attract a wider audience of readers;*⁴ *identify examples in media texts of Aboriginal images that have become stereotyped*)

Teacher prompts: “What social or economic perspectives are rarely represented in graffiti?” “What implied messages about body image are predominant in mainstream men’s or women’s magazines? About sexual orientation? About lifestyle?” “Whose beliefs are represented in this podcast/radio broadcast?” “Which characters have power in this video game? What kind of power do they have? To whom would this type of power appeal?”

Production Perspectives

1.6 explain how several different production, marketing, and distribution factors influence the media industry (e.g., *explain why books are reissued to tie in with film releases; explain why some artists allow their music to be downloaded from the Internet for free*)

Teacher prompt: “What are the pros and cons of downloading music from the Internet? How does the prevalence of downloading influence the production, distribution, and pricing of music CDs?”

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify some general characteristics of several different media forms and explain how they shape content and create meaning (e.g., *tabloids use negative images of celebrities to sell copies, whereas advertisements use positive images of celebrities to sell a product;*⁵ *“talk radio” programs rely on phone-in questions to generate content, whereas on morning news radio programs the newscaster reads a prepared script conveying information*)

Teacher prompt: “Why does a hamburger look different in an amateur photograph than in an advertisement?”

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., *feature articles in a community newspaper reinforce readers’ awareness of the local businesses represented in the ads; the order of stories in a news broadcast indicates the relative importance of each story; emoticons in text messaging convey the type of information communicated by body language, facial expression, and tone of voice in live conversation*⁶)

Teacher prompt: “Why is a subscription card usually inserted somewhere in a magazine?”

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, and identify specific challenges they may face in achieving their purpose (e.g., *a collage or a cartoon strip to communicate a health message to teens; two book covers for the same novel, one for the teen market and one for the adult market, with the rationale for each design*)

Teacher prompt: “Why might it be difficult to design a text that strongly appeals to teenagers but is also of interest to their parents?”

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 computer presentation with a musical soundtrack would be the best way to present their interpretation of a poem to the class; explain why a series of stamps would be an appropriate way to celebrate people who have made significant contributions to Canada*⁷)

Teacher prompts: “What forms might you choose to express your allegiance to a sports team or your membership in a social group?” “Why did you choose a cartoon strip rather than a collage to communicate the health message to your peers?”

4. TL Media 7-10 “Examining Multiple Perspectives of an Advertisement” 22 5. TL Media 7-10 “Reading Between the Lines (Predictions)” 10 6. TL Media 7-10 “Exploring the Key Concepts of Media Literacy” 2 7. TL Media 7-10 “Producing a Public Service Announcement” 18

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., brochure conventions/techniques: a list of frequently asked questions [FAQs]; contact details for related resource persons and organizations*)

Teacher prompt: “What are some conventions used to create suspense in a ghost story told by a campfire? What conventions and techniques might be used to create suspense in a short film version of the same story?”

Producing Media Texts

3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., a brochure for students outlining how to be successful on the Ontario Secondary School Literacy Test [OSSLT]*)

Teacher prompts: “How would you design and illustrate the cover of a program for the school play?” “What techniques would you use to promote and generate interest in a school charity event on the morning announcements?”

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 the ability to identify various kinds of stereotypes in ads – of families, teenagers, Aboriginal people, religious groups – helped them to create their own ads without stereotypes*)

Teacher prompt: “Which viewing strategies helped you to identify the filmmaker’s main message in the documentary film? Why were these strategies effective?”

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts (*e.g., the ability to write up a procedure can help them organize and present information clearly in a public service announcement*)

Teacher prompt: “How would listening skills help you in producing an oral history film documentary?”