

English, Grade 11

College Preparation

ENG3C

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, 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 a variety of listening tasks and set goals for specific tasks (*e.g., understand course selection procedures after listening to a guidance presentation; gather information on a topic of personal interest by conducting an interview; understand a presentation that includes business or technical language; listen to a writing partner's read-aloud of an essay in order to express an opinion or offer constructive advice*)

Teacher prompts: “How did the length of the speech affect your ability to listen attentively?” “What was your purpose for listening to this text?”

Using Active Listening Strategies

- 1.2** select and use appropriate active listening strategies when participating in a variety of classroom interactions (*e.g., stay on topic during a class discussion;¹ respond to a guest speaker with appropriate empathy and interest; ask questions during a student-teacher conference to clarify the teacher's suggestions for essay revisions*)

Teacher prompt: “What listening strategies can you use while talking to someone in person that you cannot use while talking to someone on the phone?”

Using Listening Comprehension Strategies

- 1.3** select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts (*e.g., underline unfamiliar words in a text during a shared reading; read the lyrics of a song before listening to it; make jot notes while listening to an oral presentation; complete a “What I Heard/What I Think” T-chart after listening to a speaker*)

Teacher prompt: “How did looking at the written version of the text while listening help you understand the text?”

Demonstrating Understanding of Content

- 1.4** identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of ways (*e.g., write a summary of the main ideas in an oral text;² cite examples from an oral text to support personal opinions in a small-group discussion; create a poster about workplace safety after listening to a presentation on the topic*)

Teacher prompts: “What did you notice when you compared your summary to your classmates' summaries?” “How do you tell the difference between the ideas that are important and the ones that are merely interesting?”

Interpreting Texts

1.5 develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations (*e.g., describe and explain the comic techniques used by a favourite stand-up comedian; view two news broadcasts from different networks and compare the effectiveness of each speaker's use of visual cues*³)

Teacher prompt: "How did the speaker use pauses, changes in pace, and facial expressions to help communicate the message? What changes would you suggest?"

Extending Understanding of Texts

1.6 extend understanding of oral texts, including increasingly 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., assess other speakers' ideas in relation to their own and consider modifying their own ideas in response;*⁴ *share observations on thematic connections between oral texts during a small-group "Place Mat" activity*⁵)

Teacher prompt: "How did hearing about the connections other people made influence your thinking? Which connections were the most unusual or surprising to you?"

Analysing Texts

1.7 analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response (*e.g., explain the techniques a radio commercial uses to spark the listener's interest in the product; explain the techniques that the host of an open-line call-in radio show uses to inform and entertain his audience*)

Teacher prompt: "What do you hear in the background? What does it make you think of? How is the background noise connected to the narration? What effect does it have?"

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (*e.g., listen for bias in radio broadcasts or in television comedy shows; explain how an oral presentation on a controversial topic helped change their perspective on the topic; identify points that are relevant to a speaker's argument but have not been included*)

Teacher prompts: "How are social injustices presented and addressed in this podcast?" "What rhetorical devices does the speaker use to reinforce her point of view?" "How does the speaker use hyperbole or an invocation of authority to perpetuate prejudice, stereotypes, or social inequities?"

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively (*e.g., listen to an actor's reading of a novel on audiotape to examine how she uses tone to reveal character; compare an audiotape or CD and a videotape of a comic monologue and explain how the performer adjusts the material to suit the format*)

Teacher prompt: "To what extent does the actor's reading of that character's dialogue match your interpretation of the character? What is different? What are some possible reasons for the differences between interpretations?"

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience (*e.g., role-play a job interview; present a monologue from the point of view of a character from a work of prose fiction; explain how an object from a career of their choice is used; interview a Grade 8 student for a research project on how their high school is perceived by the community*)

Teacher prompts: "What kinds of things do you have to keep in mind when speaking to the whole class rather than a small group?" "What strategies do you use to prepare for formal speaking? How can practising speaking in everyday situations prepare you for more formal occasions?"

Interpersonal Speaking Strategies

2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (*e.g., speak at appropriate cue points, such as pauses; stay polite in public or formal situations;*⁶ *ensure that each member of their group has an opportunity to speak during small-group*

3. TL Library Research 7-12 "Planning for an Oral Presentation" 32 4. TLE 7-9 "Save the Last Word for Me" 60 5. TLCC 7-12 "Place Mat" 162 6. TLCC 7-12 "Discussion Etiquette" 176

discussions; recognize and adhere to time limits and other constraints⁷)

Teacher prompts: “How do you know when your listener would like to respond to what you have said?” “What is an appropriate response to constructive criticism?”

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience (e.g., use a formal structure that includes an opening statement, a point-by-point argument, and a summary/conclusion; restate the main facts from a graphic text in the correct sequence⁸)

Teacher prompts: “How will you narrow the topic of your oral presentation to meet the requirements of the assignment and ensure that the presentation will be under the time limit for speaking?” “How can you tailor your presentation to make an emotional appeal to your audience? What would you change to make the presentation appeal to an adult 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., differentiate diction to explain the same job task to an employer and a new employee;⁹ use stylistic devices, such as personal anecdotes, to engage the audience’s interest)

Teacher prompts: “How did you simplify the instructions to meet the needs of your audience?” “At what point in your presentation would a personal anecdote help the audience to better understand and connect with your main idea?”

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences (e.g., compare the effectiveness of the same oral text when it is read in a monotone versus when it is read in an animated voice;¹⁰ use appropriate vocal effects to record a commercial aimed at children)

Teacher prompts: “How can changing the pitch of your voice add a sense of authority to what you are saying?” “How does varying the emphasis on words obscure or clarify the meaning?”

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately to help convey their meaning and with sensitivity to audience needs and cultural differences (e.g., rehearse and use facial expressions to express different emotions during a presentation; role-play and demonstrate appropriate body language in informal situations, such as dating, having lunch with co-workers, making introductions)

Teacher prompt: “What are some of the non-verbal cues used in different cultures? How does your awareness of these differences affect the way you communicate with different audiences?” “What cues do you use to show respect in conversation and in presentations?”

Audio-Visual Aids

2.7 use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage an audience (e.g., use a collage to express a literary theme discussed in their presentation; use a series of images to demonstrate a particular movement used in a sport; create a slide show to accompany an oral report)

Teacher prompt: “Which of the images is most interesting and relevant to the theme of the presentation?”

3. Reflecting on Communication Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 describe a variety of strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify appropriate steps they can take to improve their oral communication skills (e.g., describe the strategies they use to monitor their understanding of an oral text, and explain which ones they use the most and why; identify the body language they use to communicate interest while speaking and listening; identify a presentation strategy they can incorporate to improve their presentation skills)

Teacher prompts: “Which listening strategies do the most to help you contribute effectively to a group discussion?” “How have you used role playing to practise listening and speaking in a variety of contexts? How effective was it?” “How do you make sure you are

7. TLCC 7-12 “Effective Presentation Skills” 196 8. TLCC 7-12 “Timed Retell” 157 9. TLE 7-9 “Revising and Editing: Writing With Precision” 44 10. TLCC 7-12 “Effective Presentation Skills” 196

using appropriate language in both formal and informal situations?”

Interconnected Skills

3.2 identify a variety 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 a specific writing skill can be used to create an effective audio-visual presentation; explain how understanding their needs as a reader can help them improve their skills as a listener*)

Teacher prompt: “When you read a text, what strategies do you use to check your understanding? How can you check your understanding when you are listening to a text? Which strategies can you adapt from reading?”

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 a variety of short, contemporary student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading (e.g., *examine workout programs provided on a fitness website to develop a personal fitness plan; review sports and fashion magazines to prepare for a debate on gender stereotyping; note text forms and features in textbook excerpts*;¹ *prepare a “timed retell” of a non-fiction text*)²

Teacher prompts: “Now that you have read a variety of texts, what kinds of texts would you say you are most interested in?” “Do you find that you read differently when reading for pleasure and when reading to gather information for a research project?”

Using Reading Comprehension Strategies

- 1.2** select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts (e.g., *preview vocabulary to become familiar with new words; use a graphic organizer to illustrate the organizational pattern of a text, such as problem/solution, comparison/contrast, cause and effect, and order of importance*;³ *sketch while reading to help visualize the information described in the text*)

Teacher prompts: “How did previewing the new vocabulary improve your understanding as you read the text?” “What did you learn from the class discussion that helped you understand the play?”

Demonstrating Understanding of Content

- 1.3** identify the most important ideas and supporting details in texts, including increasingly complex texts (e.g., *describe to a peer the main events in a novel; explain how a scatter graph in a math textbook illustrates the main idea in the accompanying text*;⁴ *compare two newspaper articles on the same current event, listing the main ideas in each and the details provided to support them*)

Teacher prompts: “What events in this chapter contribute to the development of the main conflict?” “What position is taken in this editorial? What arguments are put forward to support it?”

Making Inferences

- 1.4** make and explain inferences about texts, including increasingly complex texts, supporting their explanations with well-chosen stated and implied ideas from the texts (e.g., *draw inferences about a magazine from its cover, or about a newspaper from its front page; make inferences based on the details in an editorial cartoon about the subject being satirized in the cartoon; explain what motivates a character in a short story, on the basis of his or her words and actions*)

1. TL Technological Education 9-12 “Reading Graphical and Informational Texts” 14, 20 2. TLCC 7-12 “Timed Retell” 156
3. TLCC 7-12 “Finding Organizational Patterns” 16 4. TLCC 7-12 “Engaging in Reading: Visualizing” 56

Teacher prompts: “What can you infer from the differences in the coverage of this event by these two leading newspapers?” “What can you infer about the characters in this play on the basis of its setting alone?”

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., relate *Statistics Canada* data on employment rates to what they know about unemployment in their own community; read other texts on a similar topic or theme to extend their understanding of a fact, idea, or issue treated in a literary work)

Teacher prompt: “Does this character’s moral dilemma remind you of a difficult choice you’ve had to make? How does your own experience affect the way you respond to the character?”

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements (e.g., explain how the choice of narrator determines the perspective from which the events of the story are revealed; analyse how the main character’s decision at the story’s climax was influenced by preceding events; analyse how graphs are used to present information in an annual report)

Teacher prompts: “What role does this secondary character play in helping the main character come to terms with the truth?” “Why is the organizational pattern of this poem so well suited to the ideas it explores?”

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions (e.g., compare two reviews of a CD and explain what makes one seem more or less reliable than the other; explain how a biography of a well-known figure has deepened their understanding of its subject)

Teacher prompts: “What evidence from the recording would you use to challenge the opinion of the reviewer?” “What did you learn from this biography that helped you understand the person better?”

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., identify the viewpoint of an editorial cartoon and propose alternative viewpoints; examine several issues of an automotive, lifestyle, or travel magazine to identify social and ethnocultural groups that are under-represented; analyse the lyrics of a popular song for messages about power)

Teacher prompt: “Which character in this story is in a position of power? What gives the character power – physical strength, emotional strength, or social or economic status? How does this situation change as the story unfolds?” “Does this author address abuses of power? How?”

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning (e.g., graphic novels and conventional novels both have the elements of plot, setting, and character development, but graphic novels use images and text in a series of frames to tell the story;⁵ images and text are combined to deliver information on a website; the “lead”, or introductory sentence, of a review signals whether the review is positive or negative; information can be organized in a question-and-answer, problem-solution, or cause-and-effect pattern in an article, brochure, or other informational text form)

Teacher prompt: “Why are safety instructions usually presented in lists of steps rather than in prose paragraphs? Why is the order in which the steps are listed important?”

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning (e.g., tables of contents and headings guide the reader through the content of a textbook; graphics support the ideas or information in a text; the layout of the front page of a newspaper draws the reader’s attention to main features)

Teacher prompt: “Why do the font size and colour change in this part of the text?”

Elements of Style

2.3 identify a variety of elements of style in texts, including increasingly complex texts, and explain how they help communicate meaning and enhance the effectiveness of the texts (*e.g., the choice of words in a letter to the editor can reveal the attitude of the author; the behaviour of a character in the early scenes of a drama can foreshadow the ending of the play; rhetorical questions can help to engage the reader's interest when used to introduce the topic or thesis of a report or essay; similes and metaphors can add layers of meaning to descriptions of setting or of characters in a short story*)

Teacher prompts: “What effect does the lack of variety in sentence lengths and types have in this passage of the text? Does it effectively convey the narrator’s sense of boredom and monotony?” “Can you identify the elements that help to create the dark and ominous mood of this poem?” “Why is non-standard Canadian English used in this text?”

3. Reading With Fluency

By the end of this course, students will:

Reading Familiar Words

3.1 automatically understand most words in a variety of reading contexts (*e.g., words in grade-level texts and independent reading texts and resources; terms associated with co-operative education courses and placements; terms used in workplace literature and Revenue Canada forms*)

Teacher prompt: “What strategies do you use to find out whether or not you will be able to read a text independently?”

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words (*e.g., use knowledge of word order and of the relationships between words to guess the meaning of a new word; look for familiar words within unfamiliar words; use knowledge of roots, prefixes, and suffixes to predict meaning*)

Teacher prompts: “What did you see in this word that helped you to connect it to a word you already knew?” “Do you remember seeing part of this word in a term used in your biology textbook? Could it mean something similar here?”

Developing Vocabulary

3.3 identify and use a variety of strategies to expand vocabulary (*e.g., use a thesaurus to find synonyms for new words encountered while reading, and record them in a reading log; use an etymological dictionary to identify the original and evolving meaning of words*)

Teacher prompt: “Which abstract words in this report could be changed to concrete words to make the meaning clearer? What strategies would you use to help identify the appropriate synonyms?”

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify appropriate steps they can take to improve as readers (*e.g., create a mind map of strategies, using colours, symbols, or different fonts to illustrate the usefulness of the strategies and their mastery of them; select one strategy that they found helpful when reading challenging texts and describe how they used it*)

Teacher prompts: “When did you find it more helpful to visualize the information in a text – when you were trying to understand the behaviour of a character or when you were reading a set of instructions?” “How did the fishbone diagram help you clarify the relationships among ideas in the essay?”

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively (*e.g., write a journal entry directed to the writer of a novel they have read, explaining how they put all of these skills to use to help them understand the work*)

Teacher prompts: “What lessons have you learned from listening attentively when others speak that will make you a better reader?” “How might creating a promotional trailer for a play help you 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 a variety of writing tasks (e.g., a speech to a youth group in support of a charity; a single organized paragraph outlining a procedure to someone who is not familiar with it— for example, explaining to a new computer user how to create a backup file; an investigative report on a local issue for a community newspaper;¹ a review of several websites that provide similar kinds of information of interest to teenagers; a small anthology of poems for a friend)

Teacher prompts: “How does the language you would use in a letter to a local politician differ from that you would use in writing to a friend?” “How will the fact that you will be addressing a group of young people affect the way you will write your speech?”

Generating and Developing Ideas

- 1.2** generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., consult print and online sources to find information for a short report about a subject of personal interest; develop and use a step-by-step plan to research different points of view about a current social

issue;² in small groups, use a concept map to generate research questions for a report; interview a classmate with a different cultural background from their own for the context for a story or film script; use a personal journal to record their insights about a book in preparation for a book club discussion about it; use index cards to record their research notes and sources; search online databases to identify potential sources of information)

Teacher prompts: “If the purpose of your paragraph is to explain how to back up a computer file to people who don’t know how to do it, where will you begin to look for information?” “How will maintaining thorough and accurate research notes help you when you write your report?”

Research

- 1.3** locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., create a research plan and track their progress using a research portfolio; identify a range of sources in school or public libraries and on the Internet, such as books, documentary programs, periodicals, newspapers, databases, and websites, that will provide the most appropriate information for their assignment; use key word searches and other browsing strategies when using search engines and Internet directories)

1. TLCC 7-12 “Writing a Business Report” 147 2. TLE 10-12 “Using a Venn Diagram” 94

to locate information relevant to their topic; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgment of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a template to evaluate sources and information for reliability, objectivity, and comprehensiveness; before completing their research, conduct a conference with their teacher or the teacher-librarian to help them determine whether the sources they have consulted to date are adequate and the information they have gathered complete and representative of a range of views)

Teacher prompts: “What strategies are you planning to use to ensure that your research is thorough and complete?” “How are you planning to avoid plagiarism? If you engage in plagiarism, what effect could it have on your academic career and your future life?”

Organizing Ideas

1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing (e.g., *organize ideas and information for a personal essay into an introduction, a body, and a conclusion; use a concept map to organize the ideas, information, images, and graphics to be used in creating an advertisement; use a Venn diagram to compare the organization of two poems in preparation for writing their own poem*³)

Teacher prompt: “How will you sort the information you have gathered from various sources to use in writing a report on a new video game? What strategies will best help you order, and make connections among, the various pieces of information?”

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, complete, and appropriately meet the requirements of the writing task (e.g., *review the information gathered from all sources to determine whether any important information is missing*)

Teacher prompts: “How can you determine whether your research material is reliable and relevant to your topic and purpose?” “Does your research provide a variety of perspectives that are relevant to your purpose and audience?”

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 a variety of informational, literary, and graphic forms (e.g., *a magazine article on a topic of personal interest for a teenage audience; an information piece explaining a technical procedure for a technical magazine; a short essay proposing a solution to an environmental problem for publication in your school newspaper; an information booklet highlighting the contributions of Aboriginal people to Canadian society; a small anthology of poetry on a topic of interest to teenagers; a letter requesting information about a college program*)

Teacher prompt: “Can you visualize your story as a movie? What details do you ‘see’ that are not included in your story? How can you incorporate these details into your story to make your setting, plot, and characters – and the characters’ motivation – clearer, more vivid, and more interesting for your readers?”

Voice

2.2 establish a distinctive voice in their writing, modifying language and tone skilfully to suit the form, audience, and purpose for writing (e.g., *write a journal entry summarizing an incident at work and a memo informing their boss about the same incident; write a free-verse poem that conveys their response to a photograph, either from what they perceive to be the perspective of the subject of the photograph or from their own perspective as observers*)

Teacher prompt: “How would you adapt the style and language used in your informal account of the incident for the memo to your boss?”

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience (e.g., *engage in a rapid writing exercise, and then choose from it the words that will be the most effective in their specific writing task; while reviewing their work, underline ineffective words and look for more precise or powerful synonyms for them; adjust their level of language for their specific audience*)

Teacher prompt: “Are you satisfied with the words you have given your character to express her feelings at this point in the story? Have you looked for synonyms of these words to see if you can find more precise or powerful ones?”

3. TLE 10-12 “Finding Organizational Patterns – Poetry” 2

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 smooth and logical transitions between ideas (*e.g., combine short sentences to add variety to a paragraph or to express the ideas in a more sophisticated way; use a variety of transitional words and phrases to connect sentences within paragraphs*)

Teacher prompts: “What changes could you make to the type, structure, and/or length of your sentences to make your paragraph flow better?” “How could you combine these two short sentences, which refer to different aspects of the same idea, to make the relationship between them clearer to the reader?”

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing (*e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory; explain how their description of an object or a place in their narrative reveals their cultural values; ask themselves whether someone from a different background would be able to understand their attachment to an object or a place described in their narrative, and adjust their text to help others better understand⁴*)

Teacher prompt: “How do you think the ideas or attitudes expressed in your text reflect your own beliefs? Are these beliefs shared by everyone in your community? How could you alter your text to help someone from a different background understand your ideas?”

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., delete irrelevant arguments to enhance the impact of a persuasive essay; add details to reveal more about the motivation of a character in a short narrative; reorganize information to heighten the impact of a news report⁵*)

Teacher prompts: “Have you included in your persuasive essay all the supporting details needed to convince your reader?” “How could you better organize your narrative to make your ideas clearer to your audience?” “Will your readers be familiar with the concepts you

mention in your news report? Which ones need to be explained more fully?”

Producing Drafts

2.7 produce revised drafts of texts, including increasingly 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: “Have you organized your ideas logically, so that they can be understood by the reader?” “Are there any important aspects of the topic in your report that still need to be explained?”

3. Applying Knowledge of Conventions

By the end of this course, students will:

Spelling

3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others’ spelling errors (*e.g., apply their knowledge of spelling rules and patterns correctly, such as when adding a suffix to words ending in y or a silent e and when considering whether to double the final consonant before a suffix; maintain a list showing the correct spelling of words they frequently misspell, and consult it when writing; use their knowledge of root words, prefixes, and suffixes to spell unfamiliar words correctly⁶*)

Teacher prompt: “Which spelling patterns give you trouble? Do you keep a personal spelling reference list to help you apply these patterns correctly?”

Vocabulary

3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose (*e.g., consult a variety of appropriate print and electronic resources to confirm meanings of words; use a thesaurus to find a more precise word to suit the context; maintain their own lists of subject-specific and technical language, and consult these lists to enhance their writing⁷*)

Teacher prompt: “What is the danger in using an unfamiliar word found in a thesaurus? How can you avoid this danger?”

4. TL English 10-12 “Crawling Inside the Text ... to Find Who’s There and Who’s Not” 30 5. TLCC 7-12 “Revising and Editing: Asking Questions to Revise Writing” 128 6. TLE 7-9 “Sample Roots and Prefixes” 54 7. TLCC 7-12 “Using Context to Find Meaning” 38-39

Punctuation

3.3 use punctuation correctly and appropriately to communicate their intended meaning (*e.g., use the semicolon in compound sentences before certain transitional words such as however; use the colon to introduce a list*)

Teacher prompt: “What punctuation mark would help readers see that you are introducing a list of benefits to the consumer?”

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently (*e.g., use a variety of sentence types correctly in their writing;⁸ use prepositions and conjunctions appropriately*)

Teacher prompt: “If you read this sentence aloud, does it seem awkward to you or do you think it flows smoothly? If it seems awkward, how could you fix it?”

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers (*e.g., review drafts using an editing checklist based on the task rubric; read drafts aloud to listen for and correct errors*)

Teacher prompt: “Why do you think that you can find errors in someone else’s writing, but not in your own?”

Publishing

3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal for their audience (*e.g., select an appropriate title and appropriate fonts and graphics for the cover of a “book” they are publishing; use appropriate design features to enhance the text in a fact sheet about a social issue*)

Teacher prompt: “What impression would you like your book cover to give prospective readers? Which font is most likely to help you convey that impression?”

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: “Are the steps in your procedure set out in a logical order? What additional changes could you make so that the procedure is easier to follow?”

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify appropriate steps they can take to improve as writers (*e.g., describe how they used graphic organizers to order their ideas at the drafting stage; describe how informally conferring with the teacher or peers at various stages of the writing process allowed them to see and correct specific problems; describe two specific areas in which they think their writing skills are weak, and set specific, time-limited goals for improving them*)

Teacher prompts: “What do you do to prepare for a writing conference with your teacher?” “What have you realized about your own written work by reading the work of your peers?” “If you were to redo this writing assignment, what specific strategies would you use to improve your work?”

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively (*e.g., describe specific ways in which listening to the work of peers has improved their own writing*)

Teacher prompt: “What have you noticed about the way advertisers use words that you could apply to your persuasive writing?”

Portfolio

4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice (*e.g., select a finished piece of their writing for a class project on a specific topic, and explain why they think it is a good example of their work; explain why they feel more comfortable using certain text forms than others*)

Teacher prompts: “What pieces of your writing best demonstrate your improvement as a writer? Why did you choose these pieces?” “In what specific areas has your writing improved over time?”

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 media texts, including increasingly complex texts, are created to suit particular purposes and audiences (*e.g., reality television shows use ordinary people from different walks of life to appeal to different demographic groups; an infomercial uses techniques associated with public service announcements to persuade people to buy a product “for their own good”*)

Teacher prompt: “Why do advertisements feature endorsements from ‘professionals’ and testimonials from ‘satisfied customers’?”

Interpreting Messages

- 1.2** interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey (*e.g., determine which book covers or movie posters are aimed at females and which at males; determine what model of happiness a popular teenage television show promotes¹*)

Teacher prompts: “What messages do various details on the cover of your favourite CD convey about the music or the artist?” “What does this program suggest about the use of violence to solve problems?”

Evaluating Texts

- 1.3** evaluate how effectively information, ideas, issues, and opinions are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose (*e.g., determine how well the name and logo of a sports team communicate messages about the team and promote loyalty among its fans; explain the purposes that text messaging serves effectively and those for which it is not a useful medium*)

Teacher prompt: “What types of messages do military recruitment ads communicate effectively? Are the ads effective in depicting the reality of life in the military? Why or why not?”

Audience Responses

- 1.4** explain why the same media text might prompt different responses from different audiences (*e.g., explain why a public service announcement about gambling addiction might prompt different reactions from consumers and people in the casino business; explain why some audiences might respond positively and others negatively to celebrity endorsements of social justice causes²*)

Teacher prompts: “Why might male and female players respond differently to gender stereotypes in video games?” “Why might an unflattering newspaper photograph of a politician prompt different responses among different groups?”

1. TL Media 7-10 “Reading Between the Lines (Predictions)” 10 2. TL Media 7-10 “Examining Multiple Perspectives of an Advertisement” 22

Critical Literacy

1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., describe messages inherent in depictions of women on the covers of mass-market romance novels; explain what is implied by the presence or absence and/or the portrayal of particular professions or socio-economic and ethnocultural groups in a popular television show)

Teacher prompts: “Is the depiction of the female ‘boss’ in this mass-market movie realistic? In what ways is it realistic or unrealistic?” “What topics in Aboriginal news programs are under-reported in mainstream news media?” “What sort of power does the female protagonist have in this soap opera?”

Production Perspectives

1.6 explain how a variety of production, marketing, and distribution factors influence the media industry (e.g., explain how “product placement” works and how it benefits both the product manufacturer and the media producer; suggest reasons why colleges supplement course information with promotional materials about the college “culture” and extra-curricular programs; suggest reasons why manufacturers wrap CDs and some books and magazines in plastic and how this packaging affects the consumer³)

Teacher prompt: “Why do private companies use public websites to promote their products – for example, by posting ads to a public video-sharing site?”

2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

Form

2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning (e.g., cartoons on television use animation and sound to convey detailed stories and characters, whereas cartoon strips or editorial cartoons in newspapers and magazines are restricted to brief messages conveyed using text and visual representations; dolls/action figures are more interactive than their animated cartoon versions)

Teacher prompt: “What elements tell you that you are watching a sitcom about a fictional family and not a documentary about a real family?”

Conventions and Techniques

2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience (e.g., TV sitcoms use the simulated audience response of a laugh-track to influence viewers to share the “audience’s” amusement)

Teacher prompt: “What elements in the opening of a TV sitcom are designed to ‘hook’ viewers and encourage them to stay tuned?”

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 television news story to raise community awareness about a local health or safety issue; a logo and/or slogan for a line of T-shirts to support and raise funds for a joint school-community project), and identify significant challenges they may face in achieving their purpose

Teacher prompt: “Who would be interested in a documentary series about body piercing, tattooing, and muscle building? Is there one point of view about the topic you wish to promote, or should you present a variety of perspectives on it?”

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 calendar highlighting recycling information and collection dates is an appropriate way to promote recycling in the community⁴)

Teacher prompt: “Why might a ‘point-of-purchase’ display be an appropriate way to market a new product?”

Conventions and Techniques

3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning (e.g., conventions/techniques for a storyboard for a video game commercial: descriptions of the camera angles, types of shots, music, and special effects to be used, and their purpose; conventions/techniques for a televised interview: positioning of the interviewer’s and subject’s chairs, flattering lighting, shots of the interviewer nodding or smiling in response to the subject’s comments⁵)

3. TL Media 7-10 “Exploring the Key Concepts in Media Literacy” 2 4. TL Media 7-10 “Reading Graphical Texts” 6 5. TL Media 7-10 “Producing a Public Service Announcement” 20

Teacher prompts: “What elements do you need to include in the liner notes for a CD?”
“Will your commercial reflect the conventions that you identified in these two current breakfast cereal commercials?”

Producing Media Texts

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (e.g., *an infomercial about a line of fitness equipment, using the conventions of the genre and techniques of persuasion effective for an adult male audience; a video about effective and ineffective interview skills for students*)

Teacher prompt: “What type of media text would you create to promote cooking as a worthwhile and enjoyable activity for both males and females?”

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers (e.g., *explain how the repeated viewing of a media text gave them a deeper understanding of its structure and meaning*)

Teacher prompt: “What strategies did you use to detect bias in the news story?”

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts (e.g., *researching and writing an outline of the advantages and drawbacks of a product can help them produce an effective infomercial for the product*)

Teacher prompt: “How could your skimming and scanning reading skills help you determine how to represent a novel’s characters in a cover illustration?”