

English, Grade 12

College Preparation

ENG4C

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, 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 and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

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 range of listening tasks and set goals for specific tasks (*e.g., understand other points of view in a group discussion;*¹ *identify the important points made in a podcast in preparation for writing a review; understand key arguments in a class debate in order to make counter-arguments*²)

Teacher prompt: “What other points of view did you hear as you participated in the discussion? How did listening to the other points of view influence your own point of view?”

Using Active Listening Strategies

- 1.2** select and use the most appropriate active listening strategies when participating in a range of situations (*e.g., offer encouragement while participating in a rehearsal for a small-group presentation; ask questions that link others’ comments in a discussion; maintain appropriate posture and eye contact while listening to a student presentation*³)

Teacher prompts: “Which listening skills are most important in small-group discussions?”
“How do you change your listening style when you are listening for a work- or school-related purpose rather than for personal interest?”

Using Listening Comprehension Strategies

- 1.3** select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts (*e.g., research and make notes on a topic in preparation for a discussion about the topic; use a T-chart to identify how much of a speech is fact and how much is opinion*)

Teacher prompts: “When we discuss oral texts, do you prefer hearing the responses of others before you present your own ideas or do you prefer presenting your ideas first? Why?” “What role do listening comprehension strategies play in helping a group to build consensus?”

Demonstrating Understanding of Content

- 1.4** identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways (*e.g., use a visual or dramatic representation to depict the main character’s dilemma after listening to a read-aloud of a story;*⁴ *write an accurate summary of a video about a trade of their choice, using appropriate technical language*)

Teacher prompt: “How did the conversation in your groups help you select the key events for the dramatic presentation? Which events created the most discussion? Why?”

Interpreting Texts

- 1.5** develop and explain interpretations of oral texts, including increasingly complex or difficult texts, using evidence from the text and

1. TLCC 7-12 “Group Roles” 158 and “Discussion Etiquette” 176 2. TLCC 7-12 “Triangle Debate” 186 3. TL Library Research 7-12 “Testing Ideas with Peer-to-Peer Consultation” 28 4. TLE 10-12 “Graphic Novels” 36

the oral and visual cues used in it to effectively support their interpretations (e.g., *compare and contrast a historical speech and a current one that call for social action; create a dramatic presentation that focuses on a silent character from an oral text; rehearse, tape, and analyse a reading of a text they have chosen and explain why they made the choices they did*⁵)

Teacher prompt: “On your tape, why did you choose to read this section of the text with more emotion and that section in a more subdued manner? What changes would you like to make to your reading of the text?”

Extending Understanding of Texts

1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., *use a Think/Pair/Share activity to clarify and expand their understanding of the topic;*⁶ *explain how an oral text has given a new perspective to a previous personal experience or helped them develop new insights;*⁷ *compare the main ideas presented by a speaker with research they have done on the topic*)

Teacher prompt: “What connections did your partner make with the oral text? How do those connections relate to or compare with your own experiences? How have your partner’s connections given you a new perspective?”

Analysing Texts

1.7 analyse oral texts, including increasingly complex or difficult 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 content and delivery of two speeches by award winners on a music or film award show;*⁸ *examine the use of repetition of information in radio advertisements to persuade the audience;*⁹ *identify the strengths and weaknesses of the arguments given in a student presentation*)

Teacher prompt: “What techniques did the award winner use to connect with the audience? Was there anything surprising in the speech? How did the audience respond?”

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions

they may raise about beliefs, values, identity, and power (e.g., *compare the contents and perspectives of their peers’ speeches during a class debate; assess how viewpoints about a local community or social issue are presented by a television panel; analyse the values that are conveyed in radio sports broadcasts*)

Teacher prompts: “What two viewpoints are represented in the television debate? Does the host treat them in a balanced way? How do you know? How can you assess whose position is more valid from your point of view?” “How do you distinguish fact from opinion in an all-candidates meeting?” “How can you determine whether someone is side-stepping the issue by using language to cloud meaning?”

Understanding Presentation Strategies

1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex or difficult texts, and suggest other strategies that could be used effectively (e.g., *listen to audio clips from various online news sources covering a controversial issue to compare the strategies that each source uses to engage and sustain audience attention, and suggest other possible strategies; analyse how humorous anecdotes and asides can be used in an oral presentation to establish a rapport with the audience; examine how gimmicks or props can provoke curiosity in an audience, and analyse the advantages and limitations of this technique*)

Teacher prompts: “What props did the speaker use? What is the connection between the props and the message? What other types of presentations would benefit from a similar strategy?” “When would it be inappropriate to use props or costumes in an oral presentation?”

2. Speaking to Communicate

By the end of this course, students will:

Purpose

2.1 communicate orally for a range of purposes, using language appropriate for the intended audience (e.g., *present each side of an argument to different audiences; role-play making a presentation to solicit a business start-up loan from a lending institution; dramatize a scene from a work of prose; deliver a presentation to a younger class on suitable attire and behaviour in an employment interview; respond appropriately to audience questions during a presentation*)

5. TL Library Research 7-12 “Planning for an Oral Presentation” 32 6. TLCC 7-12 “Think/Pair/Share” 152 7. TLCC 7-12 “Place Mat” 162 8. TL Media 7-10 “Evaluating the Effectiveness of Media Messages” 28 9. TL Media 7-10 “Examining Multiple Perspectives of an Advertisement” 22

Teacher prompts: “How would you prepare for an interview seeking admission to a special program in college?” “How would you adapt your language to make a presentation to a younger class about the job interview process?”

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., respond appropriately to constructive criticism;¹⁰ re-explain parts of a presentation on how to apply for OSAP after the audience responds with confusion; assess the background knowledge and needs of the audience before speaking; invite silent group members to contribute to a discussion¹¹*)

Teacher prompt: “How do you check for understanding among your audience when you are speaking? How can you respond to the needs of individual listeners without ignoring the needs of the larger group?”

Clarity and Coherence

2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience (*e.g., role-play taking a college entrance interview that includes an oral presentation of a portfolio; develop a logical sequence of interview questions to be used by a small-business owner looking for new employees or by a journalist preparing to write an article; restate the main facts from a non-chronological literary text in the correct sequence*)

Teacher prompts: “How can you present your own material in a sincere and positive manner?” “As an employer, how would you organize your interview questions for prospective employees?”

Diction and Devices

2.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience (*e.g., adapt persuasive language to convince two different groups, such as seniors and teenagers, to buy the same product;¹² use technical language in a mock job interview; use standard Canadian English to participate in a panel discussion on gender or racial stereotyping in music videos*)

Teacher prompts: “How can you revise or adapt your speech to incorporate more persuasive language? What stylistic devices could you use to appeal to each audience?” “What types of words, terms, or expressions would be inappropriate in a job interview? How does this change with different types of jobs?”

Vocal Strategies

2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences (*e.g., impersonate the voice of a character from pop culture for an advertisement for the school; vary pitch during a formal presentation to engage and maintain the audience’s interest¹³*)

Teacher prompt: “What vocal strategies do your favourite DJs or VJs use? What makes these strategies effective? Which ones could you use to strengthen your own oral presentation skills?”

Non-Verbal Cues

2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences (*e.g., choose culturally appropriate non-verbal cues when addressing various audiences; use a variety of non-verbal cues to enhance a dramatic reading; use modelled non-verbal cues to express agreement or disagreement with presented material*)

Teacher prompts: “What non-verbal cues have you employed to engage your audience? How do these change when your audience changes?” “What non-verbal cues have you noticed others using that strengthen or weaken their communication skills?” “What non-verbal cues from cultures other than your own have you learned?”

Audio-Visual Aids

2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience (*e.g., prepare a computer presentation to launch a public awareness campaign; use carefully chosen photographs to illustrate the beginning, middle, and end of an oral story during a storytelling presentation; use video clips to show different perspectives on a contemporary issue*)

10. TL Library Research 7-12 “Peer to Peer Consultation” 28 11. TLCC 7-12 “Discussion Etiquette” 176 12. TL Media 7-10 “Reading Between the Lines” 10 13. TLCC 7-12 “Effective Presentation Skills” 196

Teacher prompt: “How does the speaker use the audio-visual material to encourage audience interaction? How successful is she? What could she do to be more effective?”

3. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

3.1 explain which of a variety of strategies they found most helpful before, during, and after listening and speaking, then evaluate their strengths and weaknesses in oral communication to help identify the steps they can take to improve their skills (*e.g., explain how they intend to develop a self-chosen listening strategy for use in small-group discussions; describe the changes they have noticed in their ability to listen to and understand the ideas and opinions of others over the course of the school year, and identify the strategies that have made the biggest difference*)

Teacher prompts: “What listening strategies help you to contribute effectively in a group discussion?” “What speaking skills have you developed this year and how did you make this progress? What aspects of your speaking ability do you still want to improve? What are the next steps to help you do so?” “How did the mock job interview you did in class help when you went for the real interview? What aspects of the real interview still gave you difficulty? How can you prepare for those next time?”

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., use a graphic organizer to identify the commonalities among their viewing, representing, reading, writing, listening, and speaking skills; explain how they can improve their use of a selected reading strategy through oral communication; research the oral communication skills required for their career goal and make an action plan that addresses its identified needs*)

Teacher prompts: “When you watch a news anchor on television, how can you use your viewing skills to improve your own speaking skills?” “How does your participation in a reading group develop your listening and speaking skills?”

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., use a library database to identify appropriate journals for an annotated bibliography on a topic of personal interest; read several articles and/or editorials from different sources to help develop an informed opinion on a topic;*¹ *compare the courses offered in specific college programs that interest them by reviewing college calendars and websites*)

Teacher prompt: “What does the phrase ‘informed opinion’ mean to you? Do you try to read background information and opinion pieces on a topic before forming your own opinion?”

Using Reading Comprehension Strategies

- 1.2** select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts (*e.g., identify prior knowledge about a topic and build on that knowledge through participation in a small-group discussion before reading; jot down any questions that strike them as they read a text; in discussion with a peer, critique a letter to the editor, commenting on the logic of the argument and any bias revealed in the letter*)

Teacher prompt: “What did you learn from the Think/Pair/Share activity that helped you understand a challenging part of the text?”

Demonstrating Understanding of Content

- 1.3** identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts (*e.g., write an executive summary of a research report; use a graphic organizer to categorize the information in a passage of text as “most important” or “least important”;*² *compare the arguments in two opinion pieces on a current issue, recording similarities and differences in a Venn diagram*)

Teacher prompts: “What is the most compelling evidence offered to support the thesis of this essay?” “What specific criteria have you used to determine the information that is ‘most’ and ‘least important’ for your summary of this annual report?”

Making Inferences

- 1.4** make and explain inferences about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts (*e.g., explain what the choice of details used to support the arguments in an essay suggest about the author’s attitude towards his or her topic; explain what the level of language, the choice of words, and the use of pauses in the speech of a character in a play suggest about the character*)

1. TLCC 7-12 “Making Notes” 60 2. TLCC 7-12 “Most/Least Important Idea(s) and Information” 44

Teacher prompts: “What can you infer about a college from the courses listed in its calendar or from its promotional materials?” “What can you infer about this CD from the tone and focus of the liner notes?”

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., *compare their own values to those of an Olympic athlete profiled in a magazine article; compare their own food choices with those recommended in Canada’s Food Guide; verify the credibility of descriptions of the environment in a futuristic novel by reading current articles about the likely effects of global warming*)

Teacher prompts: “How has your understanding of this essay been affected by reading another article on the topic?” “Do you think the understanding of problem solving that you’ve gained from studying math helped you understand the ideas in this fictional text about a math competition?”

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., *describe how tone and word choice support the argument in a journal article on a current issue; explain the role of various characters in a short story with respect to plot development and theme; analyse how the use of multiple points of view in a novel contributes to the development of its themes*)

Teacher prompts: “Do you think this character’s role is to create complications for the other characters, to represent a particular viewpoint, or to act as a mouthpiece for the author’s viewpoint?” “How does the play’s structure contribute to building suspense?” “How do the tone and choice of words influence your response to the argument?”

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text effectively to support their opinions (e.g., *read and navigate through the home pages of two websites and explain what makes one more user-friendly and*

informative than the other; evaluate the effectiveness of arguments in a persuasive essay)

Teacher prompts: “How do the layout, the use of colour, and the font choices affect the readability of this website? Are the headings informative and the links useful? Does the text provide sufficient information and explanation, and is it clearly written?” “Which letter to the editor in today’s paper was the most persuasive? What accounts for its effectiveness?”

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power (e.g., *identify gender or cultural bias in job advertisements; determine whether the voices represented in a text are appropriate for that text, and suggest how the meaning would change if different voices were represented; identify a trend in popular fiction and describe what this trend reveals about current society; identify the use of exclusive language in texts*)

Teacher prompts: “Does this text make an assumption about the gender of its readers? Is it directed primarily to male or female readers?” “What happens when the characters in this text don’t behave according to cultural norms and stereotypes?” “Do you think the author agrees with or is critical of the social controls that are evident in this story? What makes you think so?”

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., *a standard organization and format are used to communicate course information in college calendars; dialogue is used to reveal character in short stories and novels; photographs, statistics, and pull quotes highlight interesting details in magazine articles; several types of organizational patterns, including question-and-answer and cause-and-effect, can be used effectively in a persuasive essay*)

Teacher prompts: “What characteristics do short stories, novels, and graphic novels have in common? What characteristics are unique to the graphic novel?” “Can you explain why most non-fiction books have informative chapter titles and subtitles, whereas many novels have only numbered chapters? “Why is this information organized in a bar graph? How else could you present the information?”

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning (*e.g., sidebars allow secondary themes to be developed in some detail without interrupting the main narrative; headings, numbered steps, and illustrations or diagrams make procedures and instructions clear and easy to follow; elements of graphic design and layout make various types of charts and schedules easier to read*)

Teacher prompts: “How does this image alter the way you read and interpret the accompanying text?” “What information does the author provide in the sidebar in this section of the textbook? Why is it presented in a sidebar rather than in the main text?”

Elements of Style

2.3 identify a variety of elements of style in texts, including increasingly complex or difficult texts, and explain how they help communicate meaning and enhance the effectiveness of the texts (*e.g., evaluate how diction affects the credibility of a news report; explain how repetition and parallel structure can be used to reinforce meaning in informational texts; compare song lyrics on the same theme and identify the elements of style that make one song more effective than another*)

Teacher prompts: “Why is this word repeated? In what other texts have you seen repetition used effectively? Why did it work?” “What is the metaphor used in the opening paragraph of this article on women in the labour force today? How does the writer extend the metaphor in subsequent paragraphs?”

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; terminology in college brochures, pamphlets, and online sources*)

Teacher prompt: “When might it be a good idea to select a text that contains mostly familiar vocabulary?”

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words, including words of increasing difficulty (*e.g., use knowledge of root words, prefixes, and suffixes to predict the meaning of unfamiliar words; use context clues to determine the meaning of new words*)

Teacher prompts: “What familiar word can we substitute in place of the unfamiliar word to make sense of the sentence?” “How do the sound, the look, and the sense of a sentence help you to decode unfamiliar words and check for meaning?”

Developing Vocabulary

3.3 use a variety of strategies, with increasing regularity, to explore and extend vocabulary, focusing on the precision with which words are used in the texts they are reading (*e.g., use a thesaurus to find synonyms for new words encountered in reading; keep a list of the specialized vocabulary of a job or postsecondary program they are interested in pursuing*)

Teacher prompt: “What strategies can you use to identify and learn career-specific vocabulary?”

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their reading skills (*e.g., identify the strategies that are most helpful when reading fiction; create a bar graph to show which strategies they use most often; identify types of texts they find difficult to understand, and use a reading log to track their practice of strategies and the improvements they perceive when reading such texts*)

Teacher prompts: “What did you learn about the topic in the small-group discussion that improved your understanding of the article?” “How did asking questions about the novel as you read it increase your interest in it?”

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., review pieces of writing they recently completed to identify learning that has benefited them as readers*)

Teacher prompts: “Last week, we read a poem that Leonard Cohen wrote and later recorded as a song. How has listening to the recording helped you understand and interpret the poem?” “How does comparing something you’ve seen with something you’ve read help you to understand both more fully?” “How did writing about your reading help you to clarify your thoughts?”

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 short paragraph to explain a school tradition to a student who is new to the school; a brochure about bullying or sexual harassment; an editorial for the school newspaper critiquing a school policy; a poem about a personal experience for a teen audience*)

Teacher prompts: “What changes would you make if you were rewriting this section of the technical manual in plain language for a general audience?” “What specific words would you use in your poem to appeal to a teenage audience?”

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., use a graphic organizer to plan the questions they will address in writing a report on an independent study project; conduct an Internet search for information to use in writing the text for an oral presentation, and bookmark websites and databases that seem useful; in groups, use a graphic organizer to record and assess contrasting opinions on a*

*current issue that they will be writing about;*¹ *gather information from a variety of print and online sources to write a product report for peers on a new digital media player; use a writer’s notebook to jot down and keep a record of ideas for potential creative writing projects; conduct both formal and informal meetings with teachers, librarians, and community experts to generate ideas for research on their topic; accurately and thoroughly record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list*)

Teacher prompts: “What questions should you ask yourself to determine whether a resource is reliable and likely to provide credible information?” “What are some specific ways to tell if an online resource is reliable and if the information it provides is up to date and accurate?”

Research

- 1.3** locate and select information to effectively 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; identify a range of sources that could provide appropriate information for their assignment, such as books, journals, online databases, websites, audio and video*)

1. TLCC 7-12 “Making Judgements: Both Sides Now” 74

recordings and film, blogs, and archived newspapers; search digital media and community resources such as college libraries and community service organizations; use a template to evaluate sources and information for reliability, objectivity, and comprehensiveness; record all sources of information in a bibliography or reference list, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty)

Teacher prompts: “What strategies have you used to create your research plan?” “Which sources will you use to gather information for your research, and why? Are there any sources you have not considered that could be helpful?”

Organizing Ideas

- 1.4** identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing (e.g., organize information for a short research paper into an introduction, a body, and a conclusion; categorize different opinions from a variety of sources about a new digital or electronic device for a product report they are writing;² create an outline for a five-paragraph essay on the theme of a novel or film; select and organize ideas from their journal entries to use in creating a poem; use a graphic organizer to classify information about college programs that lead to a specific career that interests them)

Teacher prompts: “How can you group the different opinions about this product that you have gathered for your report?” “How will you organize the material you have gathered about this company to write its annual report?”

Reviewing Content

- 1.5** determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task (e.g., review their writing for relevance, organization, and completeness, using a highlighter pen or other means to identify areas that need more details or information, and make the changes, conducting more research if necessary³)

Teacher prompts: “What additional sources could you consult to ensure that your report is accurate and credible?” “Have you presented all relevant perspectives about the play in your analysis?” “Is the information that you gathered on this product for your review the most up-to-date available?”

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., single organized paragraphs on a current issue, an idea encountered in shared reading, or a technical subject in preparation for a group discussion; contributions to a class anthology of short narratives, information pieces, poems, and graphic texts for younger students; a speech articulating how Aboriginal values and beliefs could benefit the larger society; a formal letter inviting a community partner to sponsor a school project; a brochure on workplace safety)

Teacher prompts: “How would the pieces you are writing for the class anthology differ if they were intended for an audience of parents?” “What graphic elements will you include in your brochure on workplace safety? How will these elements appeal to the target audience?”

Voice

- 2.2** establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing (e.g., in a journal entry, use words that convey admiration for an adult for whom they have a high regard; use formal language in a letter of application to convey a sincere and serious tone; in one paragraph, express their own views about an issue of concern to teens)

Teacher prompts: “What words would you choose to favourably describe a role model?” “How would the words you use in a letter change if your audience changed?”

Diction

2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience (*e.g., develop a list of words used by writers to describe various settings, and consult the list when writing similar types of descriptive passages;*⁴ *have a character in their play who is a hypochondriac use vivid words to describe his or her symptoms*)

Teacher prompts: “What other words could you use to help the reader imagine the setting more vividly?” “Ask a peer to read your work and point out both weak and strong wording in it.” “What technical terms should you use in this piece?” “What effect are you trying to create in your poem through your use of these words and phrases?”

Sentence Craft and Fluency

2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas (*e.g., use short, direct statements in a report; vary the length and complexity of their sentences in a narrative; use a variety of appropriate transitional words to show logical connections between ideas and sentences in an essay*⁵)

Teacher prompts: “Why have you used sentences of different types and lengths in this paragraph?” “How does the variety of sentences in your narrative help keep your readers engaged?”

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 appropriate; ask themselves whether someone from a different background could have a different opinion of what is important in a situation or issue described in their writing*)

Teacher prompt: “Does your writing reflect a cultural bias? If so, what is it? What other points of view have you considered? How could you include these other points of view in your writing?”

Revision

2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies (*e.g., add relevant details to support their thesis in a short analytical essay; reword a weak sentence to increase its effectiveness; employ writing techniques observed in advertisements and other persuasive texts where appropriate in their own writing*⁶)

Teacher prompts: “Are there effective transitions between your main ideas?” “Does your topic sentence hook the reader’s attention?” “Would this piece of writing be improved if you varied the type, structure, and/or length of your sentences?”

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 prompt: “What have you done in this opinion piece to try to convince your readers of your point of view? How could you make the piece more convincing?”

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 rules for the use of hyphens; maintain a list of words that do not follow normal spelling rules or patterns, and consult it regularly to check their spelling; consult print and electronic dictionaries to check their spellings;*⁷ *develop worksheets that demonstrate their understanding of spelling rules, patterns, and strategies, and consult these sheets frequently when writing*⁸)

Teacher prompt: “Have you added this word, which has quite an unusual spelling, to your list of irregular spellings?”

4. TLE 10-12 “Sentence Starters” 46 5. TLE 10-12 “Revising and Editing: The Verb ‘To Be’” 56 6. TLCC 7-12 “Revising and Editing: Asking Questions to Revise Writing” 128 7. TLCC 7-12 “Proofreading Without Partners” 137 8. TLE 7-9 “Spelling Strategies Inventory” 51

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., confirm or adjust meaning by relating words to their context;⁹ consult thesauruses to find more evocative words for their narratives and poems; maintain their own lists of specialized business and technical vocabulary associated with careers of their choice, and consult these lists to enhance their writing*)

Teacher prompts: “Is there a better way to say this, without using slang?” “Did you check the thesaurus to see if there are other words you could use here?” “Why did you decide to use non-standard English for this character?”

Punctuation

3.3 use punctuation correctly and effectively to communicate their intended meaning (*e.g., use italics/underlining or quotation marks as appropriate to indicate titles of works; use parentheses or dashes to set off supplementary material such as examples and definitions; use ellipses to indicate the omission of words or phrases from quotations*)

Teacher prompt: “How do you indicate the title of a short story? Of a novel?”

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively (*e.g., use a variety of sentence types correctly in their writing;¹⁰ use parallel structure and balance in sentences to convey information emphatically; use unconventional grammar for effect*)

Teacher prompt: “What is an example of unconventional grammar that would suit the purpose of your personal essay?”

Proofreading

3.5 regularly proofread and correct their writing (*e.g., ask a partner to read their work aloud, and listen for errors and missing information; use a print or electronic dictionary to check words that may be misspelled or inappropriately used, and make corrections where necessary*)

Teacher prompt: “What types of errors will spell-checking software not be able to catch?”

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 and effectiveness for their audience (*e.g., use an appropriate layout and appropriate features, such as tables and charts, in publishing a research report in an electronic format; use appropriate design features, such as varied fonts, graphics, drawings, and photographs, in publishing an illustrated essay about a novel*)

Teacher prompts: “How can you use design features to enhance your research report?” “What images could you choose that would heighten your essay’s appeal for the reader?”

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: “How have you structured the paragraphs in your essay to make your argument convincing? How could you change the structure to make your essay even more effective?”

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and limitations as writers to help identify the steps they can take to improve their writing skills (*e.g., describe how it helped them to use a checklist to keep on track for a large assignment; describe the value of keeping organized records of information they have gathered through research and of their sources; compare their current writing skills with those required for college or the workplace, and identify specific goals for improvement*)

Teacher prompts: “Which writing strategies and tools do you see yourself using in other settings, beyond high school?” “Which revision strategy used in class was most effective in helping you to improve your writing, and why?” “What do you see as your strengths and weaknesses as a writer?” “What specific goals can you set to improve your writing skills?”

9. TLCC 7-12 “Using Context to Find Meaning” 38-39 10. TLE 10-12 “Modelled Writing” 51

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., explain how specific texts they have read have influenced their writing*)

Teacher prompt: “How has reading a variety of research reports that contain features such as lists, tables, charts, diagrams, and sidebars helped you in writing your own informational texts and in making the information clearer to readers?”

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 finished pieces of their writing for a portfolio of their best work, and explain why they have chosen these pieces; select finished pieces of their writing to present to a college admissions board, and explain why the pieces are good examples of their ability to write at a college level*)

Teacher prompt: “Which pieces of your writing would best demonstrate to a college admissions board your writing skills, your maturity, and your potential for success as a college student? Explain 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 media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences (*e.g., in a movie drama for a teen audience, the central characters are teenagers, to enable viewers to identify and sympathize with them; a college website includes images of students from a variety of ethnocultural groups studying and socializing so that a wide range of prospective students can imagine themselves at that college*¹)

Teacher prompt: “How might college websites encourage a diverse range of students, including students with disabilities and Aboriginal students, to apply to the college?”

Interpreting Messages

- 1.2** interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey (*e.g., explain the messages conveyed by the images, text, and symbols used in a movie poster;*² *explain what the use of rich colours and an image of people in evening wear entering a theatre might suggest about the audience for a product in an advertisement*)

Teacher prompts: “What does the image of a smiling family group on a movie poster tell you about the movie?” “According to your favourite TV shows, what makes a person truly happy?”

Evaluating Texts

- 1.3** evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose (*e.g., determine how well a headline captures the point or mood of a newspaper story; determine how well an information brochure conveys its message and how it might be improved*)

Teacher prompts: “How effectively do online radio shows communicate the breadth of opinions about an issue?” “Why does the juxtaposition of images of affluence and poverty heighten the effectiveness of this charitable organization’s advertisement?”

Audience Responses

- 1.4** explain why the same media text might prompt different responses from different audiences (*e.g., explain why a baby boomer might react differently from a teenager to an anniversary television broadcast about a world-changing event such as the 1963 assassination of U.S. President Kennedy or the 1989 dismantling of the Berlin Wall*)

1. TL Media 7-10 “Exploring the Key Concepts of Media Literacy” 2 2. TL Media 7-10 “Reading Graphical Texts” 6

Teacher prompt: “Why might people from different demographic groups respond differently to a television show that satirizes politics?”

Critical Literacy

- 1.5** identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., *explain how the vocabulary used in a radio news report might influence audience perceptions of the event; based on the advertising accompanying a television sports event, suggest what some of the values and priorities of its audience might be;*³ *comment on the apparent cultural values reflected in a website*)

Teacher prompt: “Based on the advertising for this sports event, what demographic groups do you think make up its audience? What specific examples make you think that?”

Production Perspectives

- 1.6** explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry (e.g., *Canadian Radio-television and Telecommunications Commission [CRTC] regulations that forbid direct marketing appeals during children’s programming; Canadian-content legislation related to radio music programming*)

Teacher prompts: “How does Canadian-content legislation affect the music that can be played on the radio and on television? Why do you think this legislation was passed?” “What is the CRTC, and where do you find CRTC regulations?”

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., *graphic novels emphasize the type of content – such as action and setting – that is appropriate to visual presentation; television broadcasts of major sporting events focus on the progress of play, while newspaper accounts of these events focus on background, explanation, and analysis*)

Teacher prompts: “In what way might a newspaper report about a natural disaster

supplement a television or radio report?” “What can a film version of the play *Death of a Salesman* show that the stage version cannot?”

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., *the conventions/techniques of a “breaking” news story were used in the “War of the Worlds” radio broadcast to persuade listeners that an alien invasion was taking place; a horror film uses dim lighting, eerie music, and close-ups of violence to shock and frighten the audience; video games use specific conventions to identify heroes and villains; sports broadcasts use well-known former athletes as commentators to enhance the credibility of their coverage*)

Teacher prompt: “Why is there so much emphasis on statistics in sports coverage?” “How is photography used to enhance the presentation of food in magazines and advertisements?”

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 public service announcement to warn adults about the dangers of drinking and driving; a script for a radio interview with a controversial celebrity about issues of interest to teenagers*), and identify significant challenges they may face in achieving their purpose

Teacher prompt: “Should a campaign to promote awareness of the dangers of drinking and driving target only people of legal drinking age? Why or why not?”

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 a highly appropriate choice (e.g., *justify the choice of a poster as a means to warn young athletes about the dangers of taking performance-enhancing drugs; explain why a mask would be an effective way to convey the feelings that a student has when graduating*)

Teacher prompt: “Why might a mock sitcom be a good way to address the anxieties that young people experience when dating?”

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 communicate a specific aspect of their intended meaning effectively (*e.g., conventions/techniques for a multimedia workplace safety promotion: integration of images, text, and sound effects to support the central theme*)

Teacher prompt: “What elements should you include in a cautionary sign about cellphone use at a hospital entrance?”

Producing Media Texts

3.4 produce media texts, including increasingly complex texts, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques (*e.g., a promotional ad about a college program aimed at peers; a personal web page to support a résumé aimed at prospective employers*)

Teacher prompt: “What is the target market for the product you want to promote? Would a promotion using your favourite cartoon characters be appropriate for that audience?”

4. Reflecting on Skills and Strategies

By the end of this course, students will:

Metacognition

4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and

weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills (*e.g., identify a particular challenge they faced in creating a media text and explain how they solved it*)

Teacher prompt: “What strategies and media resources did you use to obtain information for a media production? What additional sources of information are available?”

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts (*e.g., listening to a multicultural panel discussion about an issue can help them identify the most important aspects to cover in a media campaign about the issue*)

Teacher prompt: “How could writing a description of a product help you select effective phrases to use in an ad for the product?”