English, Grade 10

Academic

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

Prerequisite: English, Grade 9, Academic or Applied

Key to Footnote References

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

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

ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;

3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of this course, students will:

Purpose

1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks (*e.g., listen to a teacher read a prose selection aloud in order to identify how the rhythm of the sentences enhances the mood; clarify and extend the ideas of others in a class discussion;[1] synthesize information from a guest speaker's presentation*)

Teacher prompt: "How can you plan a response when listening to an opponent's presentation during a debate?"

Using Active Listening Strategies

1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions (*e.g., ask questions and respond to the ideas of others during a class discussion about a short story;[2] maintain attentiveness and focus during a guest speaker's presentation*)

Teacher prompt: "How do you acknowledge others' ideas during a class discussion?"

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., make jot notes during a class discussion about character development; discuss, in a small group, other classmates'*

ideas about a controversial issue in order to understand divergent opinions[3])

Teacher prompt: "What makes it hard for you to understand ideas during a class discussion? What strategies could you try that might help?"

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., listen to a read-aloud of a scene from a Shakespeare play and summarize the content; use a graphic organizer to compile the main ideas and supporting details from several television newscasts about a current event/issue[4]*)

Teacher prompt: "What conflict is being developed in these two scenes from the play? Which scene do you understand most clearly? Why?"

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., explain how the narrator's tone in the voice-over influenced their interpretation of the visuals in a movie trailer; explain similarities and differences between the deliveries of a monologue in the stage and film productions of a play*)

Teacher prompt: "What lines in the voice-over in the movie trailer did you interpret differently from your partner? How does the dialogue in the scene clips support each of your interpretations?"

---

1. TLCC 7-12 "Discussion Etiquette" 176 and "Group Roles" 158   2. TLCC 7-12 "Discussion Etiquette" 176   3. TLCC 7-12 "Triangle Debate" 186   4. TLCC 7-12 "Most/Least Important Ideas and Information" 44

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., compare their own delivery of a Shakespearean monologue with deliveries by their classmates or in professional productions; use role play and drama to explore ideas, emotions, and issues presented in oral texts; listen to a professionally recorded play and then explain how a character's struggle resonated with a personal experience*)

Teacher prompt: "What issues in Shakespeare's play are still important today? Why are they important? How are the same issues addressed in the modern play that we watched?"

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 how a fellow student has used a combination of personal anecdotes and research to support his or her opinion in a presentation; review a radio news broadcast and examine the effective use of "sound bites" to inform and engage the audience*)

Teacher prompts: "What elements in the oral presentation strengthened your understanding of the issues discussed in class?" "What effect did the speaker's anecdotes have on your response to the topic?"

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 to and then discuss mock interviews for a variety of job types; assess "testimonial" commercials; analyse the language used in role plays*)

Teacher prompts: "How does the speaker's use of slang, idioms, or figures of speech allow the speaker to appeal to the perspective of a particular audience? What effect does this have?" "Which of the speaker's statements are facts? Which are opinions? Is there a balance between the two? Which make the presentation more convincing?" "Do you think the speaker's position on the subject is balanced or fair?" "What in the speaker's background or experience [*e.g., ethnocultural heritage, economic status, gender, sexual orientation, race, age, religion*] might affect his or her position on the subject?"

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., examine how body language and vocal inflection enhance the delivery of a dramatic monologue; detect the use of emotionally laden language to persuade the audience to accept a point of view, and assess its effectiveness; evaluate the balance between the use of multimedia slides and the performance of the speaker in order to assess the effectiveness of the delivery of the message[5]*)

Teacher prompts: "How did the actor's body language reveal his character?" "What suggestions would you offer the presenters to help them engage their audience more effectively?"

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., prepare a group read-aloud of a short story for a school-wide literary festival; prepare a "Speakers' Corner" message about a contemporary issue;[6] create and present a skit involving characters who hold opposing views on a topic; make a class presentation on the issues affecting Aboriginal communities*)

Teacher prompt: "How could you use different voices and varying volume to strengthen the effectiveness of your group read-aloud?"

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., adapt speech according to the role/ responsibility assumed in a reading-circle discussion; negotiate consensus, when appropriate, by identifying the commonalities among the various points of view; use language and forms of address that are appropriate for the level of formality of the situation[7]*)

Teacher prompts: "How does your awareness of your audience affect the way you prepare to deliver a presentation?" "What strategies do you use to keep the audience engaged while you refer to your notes during the presentation? How can you minimize your use of notes?"

---

5. TL Media 7-10 "Reading Graphical Texts" 6   6. TLE 10-12 "Speakers' Corner" 80   7. TLCC 7-12 "Discussion Etiquette" 176

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., identify and use specific references from a text to strengthen arguments in a presentation;[8] present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details)*

Teacher prompt: "How could you introduce your topic to engage a specific 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., use examples of idioms from diverse cultures to illustrate a concept during a presentation; use emotive language in a persuasive appeal to a large group; use contemporary English to adapt a Shakespearean soliloquy)*

Teacher prompt: "What changes in meaning occur when you modernize Shakespearean language?"

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., enunciate clearly, while varying tone, pace, and volume, to ensure that all members of a diverse audience will understand the message;[9] adjust volume, pace, and pitch to suit the purpose of speaking and the size and type of audience;[10] adapt voice to role-play the subject of a biography for a mock interview)*

Teacher prompt: "How will you adapt your voice to create a strong sense of the person you are portraying?"

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., use a variety of non-verbal cues to enhance a dramatic reading; assume a posture that maintains an engagement with the audience when giving a presentation;[11] play charades in a small group[12])*

Teacher prompt: "What non-verbal cues will you use to enhance and clarify your oral reading of the poem?"

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 graphic organizers on an overhead projector to compare the elements of two short stories; use costumes and props to enhance a dramatic presentation)*

Teacher prompt: "How could you use visual aids to capture the audience's interest at the beginning of your presentation?"

3. Reflecting on 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 steps they can take to improve their oral communication skills *(e.g., explain how they used visual and audio aids to clarify ideas in a small-group presentation; discuss what they find most difficult about presenting orally in class, and list strategies that might make it easier)*

Teacher prompts: "How do you check to be sure that the audience understands what you are saying?" "How would you describe the way you participate in group discussions?" "What strategies did you use to help you transfer what you heard into what you needed to know?"

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., identify and explain narrative techniques that they could incorporate into a group oral presentation; explain how reading a humorous short story improves their ability to tell amusing anecdotes of their own)*

Teacher prompts: "What have you learned from a study of poetry that can be applied to effective speaking?" "What can you learn from a study of propaganda that can be applied to debating skills?"

---

8. TL Library Research 9-12 "Developing Keywords and Search Plans" 12   9. TL ESL/ELD – Part I "Inside/Outside Circle" 16
10. TLCC 7-12 "Effective Presentation Skills" 196   11. TLCC 7-12 "Effective Presentation Skills" 196   12. TL ESL/ELD – Part I "Inside/Outside Circle" 16

READING AND LITERATURE STUDIES

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;

2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of this course, students will:

Variety of Texts

1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (*e.g., compare the diction and imagery used in a contemporary poem and a poem on the same theme from a different historical period; develop a character sketch based on a brief biography of a historical figure they admire to prepare for a short role-play presentation;[1] use an electronic database to locate information from various sources about religious or cultural practices of an ethnic group different from their own*)

Teacher prompts: "Why should we read texts from or about other times and other cultures?" "Review the list in your reading log of the various texts you've read this year. Which ones did you find most enjoyable to read? Why?"

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., make jot notes based on teacher prompts during a read-aloud;[2] pose questions about a character's motivation or actions in a fictional text; role-play alternative solutions to a conflict presented in a text; activate prior knowledge about a topic using an anticipation guide*)

Teacher prompt: "How does asking questions help you develop your understanding of character?"

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts (*e.g., flag key passages that reveal character in a text; highlight or make notes about ideas or details that support the author's thesis;[3] prepare a series of tableaux to represent key events in a story; determine what essential information is conveyed by the captions in a graphic text*)

Teacher prompt: "What details in the essay are most necessary to support the author's thesis?"

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., explain what the dialogue in the story indirectly or implicitly reveals about a character; make inferences about the target audience for two different newspapers based on the stories the papers feature most prominently and cover in most detail*)

Teacher prompts: "What is the subtext in the conversation between these two characters?" "What can we infer from the arrangement of the news on the front page and following pages of a newspaper?"

---

1. TLCC "Presentation Modelling" 194   2. TLE 7-9 "Some Tips for Making Notes" 27   3. TLCC 7-12 "I Read / I Think / Therefore" 70

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., recall similar structures of texts previously read to help in analysing a new text; with a partner, role-play a mock interview about a public personality's reaction to a recent profile in a print or online source; explain how something in your own experience or background has influenced your understanding of a character's behaviour)*

Teacher prompts: "How would you respond if someone described you in these terms?" "Based on your own experience, do you find this opinion piece convincing?"

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements *(e.g., explain how figures of speech in a text highlight the theme and help create a mood; determine how the setting in two short stories helps clarify each story's main theme)*

Teacher prompts: "How does setting the story in a prison contribute to the development of the theme?" "Each of the characters in the play grapples with a different kind of problem. What does each of their stories contribute to the central theme?"

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions *(e.g., explain why the plot of a novel is believable or not; explain why one online information source is more useful than another; explain some of the ways in which a particular novel engages the reader; explain why the wording of the text in an advertisement succeeds in capturing the attention of its teen audience)*

Teacher prompts: "Is the author relying too much on coincidence to resolve the plot?" "Is the behaviour of the characters believable in the circumstances?" "How does the first chapter of the novel engage your attention and make you want to read further?"

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., determine the fairness of depictions of comic characters in a Shakespeare play, of the antagonist or villain in a novel, of poverty and poor people in a newspaper article)*

Teacher prompts: "In what ways is the comic character or 'villain' in this text 'different' from the hero? When you consider such differences in another context, do they still strike you as laughable or evil? Do other texts you have read depict differences as comic or negative?" "What effect would a change in the character's gender or ethnocultural background have on the way the events are described in the text?"

2. Understanding Form and Style

By the end of this course, students will:

Text Forms

2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning *(e.g., explain the function of setting in a short story; explain the function of rhyme in a sonnet; explain the role of a refrain or repeated phrase in a ballad or story; explain the function of transition words in an opinion piece or argument; explain the role of a comparison and contrast structure in a persuasive essay or a book review; explain why some characters in a Shakespeare play speak mainly in verse and others mainly or only in prose)*

Teacher prompts: "How do the rhyme changes between one quatrain and the next and between the quatrains and the final couplet help you follow the 'argument' or developing idea in the poem?" "How do the visual components of a graphic novel complement the written text?" "How does the layout of a concrete poem contribute to its meaning?"

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning *(e.g., "explanatory" titles or epigraphs for individual chapters in a novel; logo size, illustrations, font sizes, and colour in an advertisement)*

Teacher prompts: "How do the pull-out quotes in a magazine article influence the reader?" "Why is the logo featured so prominently in this advertisement?"

Elements of Style

2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts *(e.g., determine the differences in meaning or effect when the same symbol, such as the sun or water, is used in two different poems; compare the images, symbols, and literary devices used in an Aboriginal myth and a Greek myth; explain how a mythical allusion in a piece of literature or an advertisement enhances the theme or message; determine what effects are achieved in works by two different authors, one of whom uses a variety of sentence types while the other does not)*

Teacher prompts: "What effect is achieved by the use of so many short, simple declarative sentences?" "What effect is created when lifeless things are described as having human feelings – as in 'the moaning wind'?" "What effect is created when something very trivial is compared to something very important, or vice versa?"

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., idioms, euphemisms, and slang expressions in literary texts; academic and technical terms in reports and essays; the different meanings of a familiar word in different contexts)*

Teacher prompt: "Did previous encounters with these technical terms in your textbook help you to understand them in this new context?"

Reading Unfamiliar Words

3.2 use appropriate decoding strategies to read and understand unfamiliar words *(e.g., use a dictionary of foreign words and expressions to find the meaning of foreign words and phrases in dialogue in a novel; use knowledge of prefixes, suffixes, and roots to predict meaning; make personal lists of common prefixes and suffixes for easy reference; read beyond an unfamiliar word or phrase to infer meaning from the overall sense of the passage)*

Teacher prompts: "Reread the whole paragraph as many times as you need to to clarify the meaning." "What context clues can you use to figure out the meaning of the word?"

Developing Vocabulary

3.3 identify and use a variety of strategies to expand vocabulary *(e.g., identify examples of idioms, euphemisms, slang, dialect, acronyms, academic language, and technical terminology and use a variety of resources to check their meaning; review the etymology of unfamiliar words in an etymological dictionary)*

Teacher prompts: "How do you think new words make it into a dictionary?" "Are some sources better than others for checking the meaning of new or specialized words?"

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 detailed steps they can take to improve as readers *(e.g., describe the strategies they used in reading a short story and explain how the strategies were helpful; use a Venn diagram to identify which strategies are useful at a particular stage of the reading process and which are useful at more than one stage – or at all stages)*

Teacher prompts: "How did the use of an anticipation guide help you in reading the short story?" "Explain how you visualize text and why visualizing is important to the reading process." "How did the role-play activity extend your understanding of the conflicts in the text?"

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., describe in a double-entry journal how viewing pictures of a historical period contributes to their understanding of fiction set in that period)*

Teacher prompts: "How did viewing and making jot notes on the slide presentation about the historical period help you to understand the novel's setting?" "Did creating a role-play about the conflict contribute anything new to your understanding of the central character's motivation?"

WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;

3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;

4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of this course, students will:

Identifying Topic, Purpose, and Audience

1.1 identify the topic, purpose, and audience for a variety of writing tasks *(e.g., an academic essay examining a theme in one of Shakespeare's plays for the teacher; a speech about an Aboriginal leader or role model for peers; a rite-of-passage narrative relating the experience of a fictional character for peers and adults; a narrative about a significant personal moment in their own Grade 9 experience for new Grade 9 students; an article on a local issue for a community newspaper [1])*

Teacher prompt: "What is your principal audience? What approach could you take in your writing to appeal to that 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., free write or consult a writing journal to evolve or focus a topic for a narrative; identify and rank focus questions for further investigation; [2] brainstorm in a small group to create a list of potential topics and questions for enquiry; conduct an electronic search for information on an author for a class project; summarize and paraphrase information and ideas in point-form notes; use formal debate strategies to explore ideas prior to research)*

Teacher prompt: "Which topics are closest to your own experience? Which will likely require the most research?"

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 that will provide the most appropriate information for an assignment; interview family and community members, experts, or witnesses to events; use key word searches and other browsing strategies to locate a range of periodical and e-book information in online databases; accurately record page references for information from primary sources; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a detailed template to evaluate sources and information for reliability, accuracy, currency, and relevance to the topic; discuss the information selected, the progress of their research to date, and new sources to consider with the teacher or teacher-librarian)*

---

1. TLE 7-9 "Setting the Context (using R.A.F.T.S.)" 32   2. TL Library Research 7-12 "Generating Ideas: Setting the Context" 8

Teacher prompts: "Which research sources did you find most useful?" "How do you know your sources are credible?" "What did non-print resources [*e.g., taped interviews*] contribute to the information you collected?"

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., use a clear statement of their topic or thesis to highlight the main points they plan to cover in a persuasive magazine article;[3] identify appropriate classification categories and use them to itemize the characteristics of a protagonist in a story or play; use a cause-and-effect chart to organize an argument for an essay;[4] develop an extended metaphor as a prompt for writing a poem; use a web diagram to show how quotations from a text support their argument in an opinion piece; classify images from song lyrics for a music review; use a timeline to trace the development of a tragic hero for an in-class essay)*

Teacher prompts: "Why would it be more effective, in some writing pieces, to begin with the most important points?" "Why should you use adjectives sparingly in this writing selection?"

Reviewing Content

1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, and complete and appropriately meet the requirements of the writing task *(e.g., verify information in another source; review supporting quotations to ensure that they accurately illustrate the intended point; use a checklist to ensure that all main points are adequately supported)*

Teacher prompts: "How do you know that your data are valid?" "Are there inconsistencies in your information?" "Are there significant omissions that need to be addressed?"

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 literary, graphic, and informational forms *(e.g., a speech to persuade their peers to take action on an issue; a myth or updated fairy tale for young children; a review of a music CD or a song to be shared with the class; the cover for a "talking books" CD for a senior; a biography about a family member)*

Teacher prompts: "What changes would you need to make to a persuasive essay to convert it into an effective speech?" "What standard elements of a fairy tale should you be sure to include in your new version? What elements could you leave out?"

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., rewrite a story by a favourite author, adopting the point of view and voice of a character other than the original narrator, or of an entirely new character; use a formal, impersonal voice in an essay to communicate their intention to maintain objectivity; use imagery that reveals or reflects their mood or attitude in a lyrical free verse poem)*

Teacher prompt: "What kinds of images might give the reader clues about whether the 'speaker' in your poem is happy or sad?"

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., identify concrete, specific words they can use to depict objects and events vividly and with exactness; identify long-winded expressions they can replace with more concise language[5])*

Teacher prompts: "What tells you more about the kind of food the characters ate, the phrase 'gooey dark chocolate fudge cake' or the word 'dessert'?" "Is there a shorter way to say 'The fact of the matter is', or 'At this point in time'?"

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., use a variety of sentence structures, including compound-complex sentences; use prepositional and participial phrases and adjectival and adverbial clauses to add details and/or qualifying information; insert rhetorical questions for emphasis in an argumentative essay; insert a sentence fragment to interrupt the flow in a paragraph for effect;[6] use subject-verb inversion to vary sentence rhythm)*

Teacher prompts: "How could you change some sentences in the paragraph to avoid using the same sentence patterns over and over again?" "How could you add this necessary information without writing a complete new sentence for each separate detail?"

---

3. TLE 10-12 "Developing and Organizing Ideas: Writing a Series of Paragraphs to Express an Opinion" 42   4. TL Library Research 7-12 "Developing and Organizing Ideas: Looking for Relationships" 24   5. TLE 7-9 "Writing with Precision" 44   6. TLE 10-12 "Revising and Editing Modelled Writing" 50

Critical Literacy

2.5 explain how their own beliefs, values, and experiences are revealed in their writing *(e.g., compare their writing on a topic with a piece written from a different viewpoint and identify and explain the differences; write in-role to support an opinion with which they personally disagree and use feedback from a partner to assess whether they have represented the position fairly)*

Teacher prompts: "Did examining a different perspective on the topic alter your own ideas about the topic?" "Whose voices might be inaccurately represented or not heard 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., reinforce a mood or feeling by sharpening the focus of the imagery and other rhetorical devices in a poem or short story; identify and remove redundancies and clarify or expand supporting details; rearrange ideas to improve parallel structure in a comparison and contrast essay[7])*

Teacher prompts: "Can your writing partner clearly identify your thesis?" "Which images has your writing partner identified as least effective?" "Have you positioned the supporting quotations you have selected appropriately for the best effect?"

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: "As a final check for clarity, try writing a summary of your draft." "Identify and count the different sentence structures you have used in your draft. Would your writing be more interesting if you used a greater variety of sentence types and structures?"

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., spell correctly specific historical, academic, and literary terms used in course materials; relate spelling patterns to word origin and meaning by examining the linguistic roots of words;[8] maintain a list of words with "trick" spellings; use print and electronic spelling resources and knowledge of some international spelling variations to check accuracy and select preferred "Canadian" spellings where appropriate;[9] use understanding of sound-symbol relationships, word structures, word meanings, and generalizations about spelling to identify and correct misspellings[10])*

Teacher prompt: "If you find a word that may be misspelled, highlight or underline it so that your partner can check the spelling."

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., find specialized or academic vocabulary in reference resource materials to replace vague or inaccurately used words;[11] maintain a list of examples of technical terms and media phrases with their uses in various contexts;[12] maintain a list of homonyms, with their different meanings and uses in context; use a dictionary to find the etymology of unfamiliar words in a history or science article)*

Teacher prompt: "How do you go about building a writing vocabulary? What strategies do you use to incorporate into your writing some of the new words that you encounter in your reading?"

Punctuation

3.3 use punctuation correctly and appropriately to communicate their intended meaning *(e.g., use the semicolon to separate independent clauses and items in a list that contain sublists separated by commas; use underlining or italics to indicate book titles; use quotation marks to indicate titles of shorter works)*

Teacher prompts: "It was a good idea to combine these two sentences into one, but have you used the right punctuation mark to separate the two clauses?" "How should we punctuate this list when some of the items in it already include lists of their own?"

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently *(e.g., construct a*

---

7. TLCC 7-12 "Revising and Editing: Asking Questions to Revise Writing" 128   8. TLE 7-9 "Sample Roots and Prefixes" 54
9. TLCC 7-12 "Proofreading Without Partners" 137   10. TLE 7-9 "Spelling Strategies Inventory" 5   11. TLCC 7-12 "Creating a Word Wall" 30   12. TL Media 7-10 "A Guide to Reading Visual Texts and Advertisements" 8

variety of phrases and clauses and arrange them appropriately to write complete and correct simple, compound, complex, and compound-complex sentences; select verb tenses appropriate to the particular context; make subjects and verbs agree; make pronouns agree with their antecedents)

Teacher prompts: "How will highlighting subjects and their attendant verbs help you identify sentence fragments?" "What do you need to change in your sentence to make the verb agree with the subject?"

Proofreading

3.5 proofread and correct their writing, using guidelines developed with the teacher and peers *(e.g., consult print and electronic resources to ensure that words with more than one connotation are used appropriately in the context; discuss with a partner how to correct identified problems [13])*

Teacher prompts: "Are there some kinds of errors you make more often than others? What can you do to catch such repeated errors?" "Why is the role of an editor so important?"

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 work and to heighten its appeal for their audience *(e.g., format written work to meet the requirements of a particular publication; use an engaging design and layout for an anthology of their poetry; choose appropriate fonts and design an eye-catching layout for the front and back covers of a teen magazine)*

Teacher prompt: "Have a look at these newspapers and magazines. Do you see any designs or layouts you'd like to emulate in your final product?"

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: "What would a complete character sketch include?"

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., explain the benefits of sharing their brainstorming list with a partner; identify the graphic organizers they find most useful for organizing their writing ideas and the characteristics that make them useful; identify the proofreading technique or tip they found most helpful)*

Teacher prompts: "How did the collaborative brainstorming session help you prepare for writing?" "Which form of writing do you find most difficult, and why?" "Identify two effective strategies that you use during revision and explain how they help you."

Interconnected Skills

4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively *(e.g., explain how selecting graphics and designing a layout for a poster strengthened the visualizing skills they need to set the scene for a poem or story)*

Teacher prompt: "What rules for designing an effective poster are also applicable to setting a scene with words?"

Portfolio

4.3 select a variety of examples of different types of writing that they think reflect significant advances in their growth and competence as writers and explain the reasons for their choice *(e.g., identify work in which they deliberately tried to include strong verbs and concrete diction; explain how they used real-life examples to add depth to their essay about a societal issue)*

Teacher prompt: "What pieces do you feel show your increasing awareness of yourself and others? How do these pieces indicate changes or developments in your understanding of self and others?"

---

13. TLCC 7-12 "Peer Editing" 132

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., magazines include content and advertisements to appeal to specific demographic groups; trailers or posters for action-adventure movies feature scenes and artefacts that appeal to a predominantly male audience[1])*

Teacher prompt: "Why might early-evening TV news broadcasts feature more local news than late-evening TV news broadcasts?"

Interpreting Messages

1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey *(e.g., the use of talking animals as characters in a TV program or on a website often signals an intention to appeal to children; in a fashion feature, models' facial expressions and body language, as well as the setting and lighting of the photographs, create a mood or attitude that is associated with the fashions themselves[2])*

Teacher prompt: "How does an announcer's tone of voice in a news broadcast convey implied messages?"

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 whether they get more information about a news story from a TV clip or a newspaper report; determine how accurately an animated children's film featuring animal "characters" depicts aspects of human societies)*

Teacher prompt: "What does this animated film do better – show you *what* the characters do or explain *why* they do it?"

Audience Responses

1.4 explain why the same media text might prompt different responses from different audiences *(e.g., explain why seniors and teens might respond differently to a political speech; suggest reasons why not all their peers like the same type of music[3])*

Teacher prompt: "Why might people living in northern Ontario respond differently from people in southern Ontario to ads for 'wilderness' vacations?"

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

---

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

power *(e.g., explain the perspectives evident in the covers of a selection of novels featured in the school's English program; comment on the point of view evident in a television news story, identifying other possible points of view; analyse the text and images in a major department store's website to identify groups and occupations that are represented and those that are nowhere evident)*

Teacher prompts: "Based on the book's cover, who do you think is its target audience? What elements make you think that?" "What does this bumper sticker tell us about the car's owner?"

Production Perspectives

1.6 explain how a variety of production, marketing, and distribution factors influence the media industry *(e.g., suggest reasons why a film company is using the marketing strategies revealed on its website to market a specific new release; suggest reasons why particular products are advertised in a specific magazine)*

Teacher prompts: "How do animated films help promote toy sales?" "Which magazines do you read? Where do you get your magazines? Which products are promoted in the magazine? Who owns the magazines?"

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., identify the features offered in an online version of a newspaper that are not provided in the print version, and vice versa;[4] suggest what type of content is appropriate for a podcast and explain why)*

Teacher prompt: "In what ways might a movie review on a television show differ from a review in a magazine?"

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 use of visual irony in political cartoons;[5] the use of symbols as well as words to convey health and safety warnings on a range of product packages)*

Teacher prompt: "What are some ways that lighting is used in film or television dramas to influence the viewer's perception of a character?"

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 web page presenting a personal anthology of poetry to their peers)*, and identify significant challenges they may face in achieving their purpose

Teacher prompt: "How could you identify an effective way to make poetry more appealing for a particular group of people?"

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 posting on a video-sharing website would be the best way to promote a new song)*

Teacher prompt: "What media form would be an effective way to persuade people to wear eye protection during sports activities?"

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., product packaging conventions/techniques: illustrations and familiar or easy-to-interpret symbols and icons to assist in product identification)*

Teacher prompt: "What are some conventions/techniques used in tattoo design, and what is their [*communicative*] purpose?"

Producing Media Texts

3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques *(e.g., a sports magazine cover for a teenage audience; posters promoting their independent reading selections for display in the school library; a commercial promoting the contributions of Aboriginal people[6])*

Teacher prompt: "What product could you create to raise funds for an international social justice cause?"

---

4. TL Media 7-10 "Reading Between the Lines (Predictions)" 10   5. TL Media 7-10 "Exploring the Key Concepts of Media Literacy" 2
6. TL Media 7-10 "Producing a Public Service Announcement" 18

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 a checklist helped them focus their efforts during production of a media text; use a checklist to assess their strengths as media creators and to identify areas for improvement; identify alternative production strategies they might find useful in the future)*

Teacher prompt: "How did analysing an effective running-shoe ad help you in creating your own ad for the same product?"

Interconnected Skills

4.2 identify a variety of their skills in listening, speaking, reading, and writing and explain how the skills help them interpret and produce media texts *(e.g., the ability to understand how rhyme and symbols enhance meaning in a poem can help them create a powerful song lyric)*

Teacher prompt: "How does the ability to take research notes help you produce an effective documentary?"