

English, Grade 11

University Preparation

ENG3U

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

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., generate mental images during a dramatic reading in order to describe the events; understand suggestions for improvement during a student-teacher conference; understand and extend others' ideas in a small-group discussion;¹ take effective jot notes while listening to a short lecture*)

Teacher prompts: “What points in the witnesses’ testimonies are unclear or contradictory?”
“How do you know what ideas in the lecture are important to record?”

Using Active Listening Strategies

- 1.2** select and use the most appropriate active listening strategies when participating in a range of situations (*e.g., formulate questions to ask a presenter at the conclusion of a lecture; affirm and build on the ideas of others in a book-club discussion;² respond to a speaker’s point of view while showing respect for diversity of ideas, language, and culture³*)

Teacher prompts: “What do you do in small-group discussions to make sure the other group members feel heard?” “What does it mean to ‘disagree respectfully’?”

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., use knowledge of the structure of oral texts to make predictions about content; replay an oral text and prepare specific questions or commentary to extend the discussion⁴*)

Teacher prompt: “How did your experience in the book-club discussions help you prepare for your presentation on the novel?”

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., identify the evidence in an oral text that substantiates the text’s central claim; create a musical compilation to accompany a dramatic reading of a soliloquy from a play*)

Teacher prompts: “What main points did the presenter use to persuade you to accept her position?” “What was the most significant information in the scientists’ presentation?”

Interpreting Texts

- 1.5** develop and explain interpretations of oral texts, including increasingly complex or difficult texts, using evidence from the text and the oral and visual cues used in it to effectively support their interpretations (*e.g., compare the central ideas of two seminars and assess the presenters’ levels of knowledge of their subject;*

1. TLCC 7-12 “Group Roles” 158, and “Discussion Etiquette” 176 2. TLE 7-9 “Reading Circles” 64 3. TL ESL/EDL 7-9 “Inside/Outside Circle” 16 4. TL Media 7-10 “Examining Multiple Perspectives of an Advertisement – Focus Questions” 22

explain how the interviews with survivors in the documentary affected their interpretation of the film)

Teacher prompts: “How might audiences of different backgrounds listening to this radio drama interpret it differently?” “What are the similarities and differences between the two singers’ interpretations of the lyrics?”

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., compare and contrast the values expressed in speeches by two different historical figures; connect the issues discussed in a public forum they attended with their own and their peers’ experiences)

Teacher prompt: “How did the ideas presented in the seminar change your understanding of the poet’s life or work?”

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., explain how a speaker uses statistics and expert opinions to influence an audience; analyse the use of figurative language to establish tone and mood in an audiobook excerpt; compare the tones and ideas evident in the investiture speeches of the current Governor General and a previous one)

Teacher prompts: “How has the speaker used language for effect?” “How does the politician use figurative language to persuade his audience to see his point of view?” “What techniques does Shakespeare use in this character’s speech to capture his listeners’ emotions?”

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., track the opinions of one character in a play and comment on any change that occurs; explain the point of view of a speaker on a controversial topic)

Teacher prompt: “What point of view is represented in this oral text? What information is omitted in order to sustain the point

of view? Whose interests are served by this point of view?”

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., explain the effect on the audience of the repetition of words and phrases and the use of intonation in a radio commercial;⁵ evaluate the use of tone and emphasis in a soliloquy in a play and assess their function in developing the comedic or dramatic quality of the text; explain how the use of costumes and/or props engages an audience)

Teacher prompts: “How well does the organizational structure of the presentation support the group’s argument? What could they have done differently to improve their presentation?” “Which visual aid was the most effective at reinforcing the subject matter?”

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., deliver a parody of a soliloquy in a play; deliver a presentation on an independent study topic, using presentation software; lead a seminar on a literary analysis of a satirical play; lead a panel discussion on media influence;⁶ introduce or thank a guest speaker)

Teacher prompts: “How did the speaker use the rhythm of the original text to create an effective parody?” “How can you effectively incorporate the language of literary analysis into your seminar?”

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., contribute to and lead productive discussions;⁷ use language that all participants will understand; move from delivering a lecture to audience-participation activities based on audience cues; recognize and adhere to time limits and other constraints⁸)

Teacher prompts: “What strategies can you use to encourage other speakers to express

5. TL Media 7-10 “Exploring Key Concepts of Media Literacy” 3
Media Messages” 28 7. TLCC 7-12 “Discussion Etiquette” 176

6. TL Media 7-10 “Small Group – Evaluating the Effectiveness of
8. TLCC 7-12 “Effective Presentation Skills” 196

their opinions openly?” “What cues signal that your audience may be losing interest? What strategies can you use to regain their interest?”

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., select and use relevant and significant information from research to strengthen arguments;*⁹ *rehearse a speech to refine the order of arguments and the transitions between them; use a variety of techniques to respond to audience needs*)

Teacher prompts: “How can you incorporate a variety of examples to make your oral arguments more effective?” “How can you choose transitions between points that will keep your audience interested in your group oral presentation?”

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., use metaphors and analogies to enhance meaning in a speech; use rhetorical questions to engage the audience and to spark small- or large-group discussions;*¹⁰ *use standard Canadian English appropriately in a mock interview with the author of a novel*)

Teacher prompts: “Why is this metaphor suitable in this context?” “How could you change your diction to evoke the character in the role play more effectively?”

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., incorporate deliberate pauses to enhance the impact of the message;*¹¹ *increase volume to emphasize important facts in a speech; enunciate technical language to ensure that the audience understands*)

Teacher prompts: “How do you use context clues [audience, subject matter, intention] to determine the appropriate volume for speaking?” “How could you use deliberate silences to communicate meaning in an oral presentation?” “What strategies would you use when addressing newcomers to Canada or those who may be hard of hearing?”

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., use culturally acceptable body language, physical proximity, and gestures when addressing a culturally diverse audience; track a television news anchor’s use of non-verbal cues to determine their effectiveness and applicability; rehearse conveying impartiality through facial expressions when presented with controversial or surprising information*¹²)

Teacher prompt: “What background knowledge, context clues, and non-verbal cues enable you to determine what types of non-verbal communication are appropriate?”

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., create a presentation, using presentation software, to highlight the key points of a seminar; create a summary brochure as a handout to accompany an oral presentation on a Romantic poet*)

Teacher prompt: “What can a presenter do to ensure that audio-visual material is a support rather than a distraction?”

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 audience response to their presentation influenced their delivery; explain how they adjust their participation strategies in culturally diverse groups; create a long-term strategy for raising their current oral communication knowledge and skills to the level needed for their choice of occupations or postsecondary programs*)

Teacher prompts: “What strategies do you see others using that you could adapt to strengthen your oral presentation skills?” “How does rehearsing a presentation help you respond to questions from the teacher

9. TL Library Research 7-12 “Critically Evaluating Resources” 18 10. TL Library Research 7-12 “Developing Questions” 8
11. TLCC 7-12 “Effective Presentation Skills” 196 12. TLCC 7-12 “Effective Presentation Skills” 196

and your peers during the real presentation?" "What note-taking strategy is most effective while you are listening?"

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., view a muted video of a political debate to develop understanding of how they can use body language and facial expressions when speaking; explain how viewing a television interview can help them develop their skills in speaking and listening*)

Teacher prompt: "How does reading about cultural diversity make you a better speaker and listener?"

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 their own perspective on a topic with the perspective of the main character in a narrative from an earlier historical period; compare treatments of similar themes in stories from different cultures, including First Nation, Inuit, or Métis cultures; study literary essays, noting thesis statements and structural elements, as models for their own writing;*¹ *research a topic of interest to develop an annotated bibliography for an independent study*)

Teacher prompt: “What recurring themes emerge in your study of World War I poets from various nations?”

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 organizational patterns when reading poems;*² *use a graphic organizer to record responses to an essay on a controversial topic;*³ *record reactions to the choices and behaviours of characters in a novel, using a semantic differential scale*⁴)

Teacher prompt: “How has your group research on the social and political conditions of the time prepared you for reading the novel?”

Demonstrating Understanding of Content

- 1.3** identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts (e.g., *create a mind map to illustrate character relationships in a novel; explain how the graphics in the text enhance the reader’s understanding of an article; create a concept map to represent the key ideas and supporting details in a persuasive essay*⁵)

Teacher prompt: “What details from the poem would you use to support your interpretation?”

Making Inferences

- 1.4** make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts (e.g., *explain how the novel’s introduction foreshadows what will happen in the story; explain what the table of contents of a magazine suggests about the magazine’s target audience; explain what the organization and structure of a self-help book reveal about the writer’s approach to solving personal problems*)

1. TLE 10-12 “Modelled Writing” 50 2. TLE 10-12 “Finding Organizational Patterns in Poetry” 2 3. TLE 10-12 “Plus Minus Interesting” 116 4. TLE 10-12 “Scales” 32 5. TLCC 7-12 “Sorting Ideas Using a Concept Map” 48

Teacher prompts: “What inferences can we draw about the characters from the opening scene of this play?” “What does the physical presentation of this poem – the way it is laid out on the page and its unusual typography – contribute to its meaning?”

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 the thinking and responses of a fictional character in a crisis with their own probable reactions in similar circumstances; explain how their understanding of literary theory helped them interpret a theme in a work of fiction; compare the perspective on a current social issue expressed in an editorial with the perspectives expressed in at least two other texts on the same issue; explain how the portrayal of a particular human experience in a novel compares with the depiction of a similar experience in a popular film)

Teacher prompts: “How did your research into the social and political realities of the period affect your understanding of the play?” “Does your knowledge of Aboriginal experience help you understand the narrative?”

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements (e.g., explain how the theme of a poem is reinforced through repetition, diction, and choice of images; explain how the organization of a personal essay strengthens the argument; trace the evolving moral or spiritual values of a character at different points in the development of a story)

Teacher prompts: “How do the metaphors in this poem help the reader understand the ideas and emotions the poem describes?” “Why do you think this story is told from the point of view of a young person? Could the same ideas be conveyed as convincingly by a narrator who was older and more experienced?” “What elements of the story strengthen the author’s presentation of the theme?” “How is the thesis of this essay reinforced through the essay’s structure?”

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text to support their opinions (e.g., evaluate the effectiveness of a film adaptation of a text on the basis of specific criteria, such as evocation of setting, dramatization of character relationships, pacing of action, and visual representation of ideas and themes; evaluate how effectively the graphic elements in a text contribute to its satirical intent; evaluate the historical accuracy of a biography given on a website by researching reliable sources; compare the treatment of a similar theme in a selection of short stories and explain why they consider one treatment to be more effective than the others)

Teacher prompts: “How effectively has the author used dialogue to reveal character?” “Has your research revealed any significant omissions or misrepresentations in this biographical sketch?”

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., explain, on the basis of research, how the historical and/or cultural context of a novel accounts for the social attitudes expressed by its characters; compare the perspectives on current events or social or environmental issues expressed in the editorials or feature articles of different newspapers or magazines)

Teacher prompts: “What groups are ignored in this historical account of your town or city?” “What social and legal conditions of this period might help us understand the actions and attitudes of the female characters in the text?” “How do Shakespeare’s tragedies illustrate the Elizabethan concept of Chain of Being?” “Do the editorials in these three publications present different political perspectives? Have these publications been known to represent particular political leanings historically?”

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., the choice of narrator affects the tone and

content of a narrative text; the comic or satiric meaning of a parody is achieved through imitation of the style of a serious text; conflict and characterization are used in short stories to convey ideas and themes; the organization of an essay can increase the persuasiveness of the arguments it presents; a narrative text may be structured to reflect the stages of the heroic archetypal journey)

Teacher prompt: “How could the ideas and themes expressed in this poem be conveyed in a short story? What elements would you need to create [characters, descriptive text, plot elements]? How would you re-create the mood? Could any of the images in the poem be preserved?”

Text Features

2.2 identify a variety of text features and explain how they help communicate meaning (e.g., captions can be used to provide the context for or explain an illustration, or they can be used for comic or satiric effect; the layout, font style, punctuation, and spacing used to present a poem can add to the meaning or effect of the poem)

Teacher prompts: “How do the text features in this magazine article support the ideas in the article?” “How did the different font styles used in the speech bubbles in this graphic novel influence your interpretation of the characters?”

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., describe how the symbols used in a poem enrich its meaning; analyse the function of hyperbole in a satirical essay; analyse how diction is used to establish voice in the introduction of an essay; analyse how variations in sentence structure are used to engage an audience; explain how a pattern of images is used to develop a theme in an extended narrative)

Teacher prompt: “Does the image used in this description of the character remind you of something that you read earlier in the novel? Does it connect the character more closely to one of the novel’s themes? What do you associate with this image?”

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., understand vocabulary used in grade-level texts in various subjects, words used figuratively in literary texts, slang words used in fiction and non-fiction texts; identify the origin and trace the evolution of a common word to develop an understanding of the dynamic nature of language)

Teacher prompt: “The words in this poem are all familiar, but some are used in a way that makes their meaning ambiguous. Which words do you find ambiguous? Why?”

Reading Unfamiliar Words

3.2 use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty (e.g., use a glossary of literary terms to understand new words encountered in literary criticism; use an etymological dictionary to identify the original and evolving meanings of new words)

Teacher prompt: “The dictionary provides several different meanings for this word. Can you tell from context which meaning applies in this poem?”

Developing Vocabulary

3.3 use a variety of strategies, with increasing regularity, to explore and expand vocabulary, focusing on the precision with which words are used in the texts they are reading (e.g., consider how meaning is affected when synonyms are substituted for selected words in a poem or a passage from a novel)

Teacher prompt: “What word might have been used here instead of ‘soar’? What does ‘to soar’ connote that ‘to fly’ does not?”

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 skills (*e.g., record their reflections about how often and how proficiently they use various strategies; set targets for improving their use of particular strategies; confer with the teacher to develop new strategies for understanding more challenging texts*)

Teacher prompts: “What pre-reading strategy did you use before starting your independent reading of the novel? Did it help you to make sense of the introduction? Why or why not?” “What effect did the small-group discussions have on the predictions you made about the story?”

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., prepare notes for a formal discussion about literacy in the twenty-first century, commenting on how their own use of new technologies has contributed to their skills as readers*)

Teacher prompts: “How did your participation in book clubs or literature circles influence your understanding of the texts you were reading?” “What new insight into the novel did you gain from seeing the film adaptation?”

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 expository essay comparing the themes of two short stories or poems; an opinion piece for a local magazine about teenagers' perceptions of portrayals of body image in advertising, television sitcoms, and fashion layouts; an adaptation of a children's story into a script, including stage directions, for a one-act play*)

Teacher prompt: "How would you dramatize this event in the story to appeal to an audience of children? What rhetorical devices would be effective? What parts of the narrative could become the characters' dialogue?"

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., work in pairs to brainstorm ideas for an opinion piece;¹ use a graphic organizer to group ideas and to help them determine the focus of or the key concepts to be used in an essay; take notes during classroom presentations on a topic for later use in preparing a report on the topic; use a graphic*

organizer to create a pattern of imagery for writing a poem on a specific topic or theme; consult print, electronic, and other sources, including online catalogues and CD-ROMs, to identify potential sources of information for use in an essay; consult bibliographies and reference lists in books and periodicals, including e-books and e-journals, to identify additional sources that would help them expand their research; 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 would you like to investigate in preparing to write this essay?" "What have you identified as a possible thesis?" "How do you plan to search the online catalogues and databases you have identified as potential sources of information for your essay?"

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 relevant to their assignment, such as books, journals, community-based newspapers*

1. TLE 10-12 "Speakers' Corner" 80

and television programs, online databases, and websites; develop and use a detailed template to evaluate sources for reliability, objectivity, and comprehensiveness; use key word searches and other browsing strategies when using search engines and Internet directories to locate information relevant to their topic; 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 questions have you developed to guide your research? Which other questions could you ask that would expand your research and ensure that the information you find is relevant, reliable, and up to date?” “What steps have you taken to ensure that you will be able to credit all research sources fully and accurately?”

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., *reorganize the plot outline for a story to include a series of flashbacks; identify a pattern to guide their use of imagery in writing a poem;*² *work in groups to sort and organize their ideas for creating a rap, focusing on categories such as voice, power, and the depiction and/or exclusion of certain groups;*³ *use a graphic organizer to refine their ideas about a thesis or topic in preparation for writing a literary essay; determine the organizational pattern, such as chronological order, climactic order, or cause and effect, best suited to presenting ideas and information in an essay on a specific topic*)

Teacher prompts: “How will you determine the best pattern of imagery to use in your poem?” “How will you organize the information you have gathered for your essay to best develop your thesis?”

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 the information gathered for a literary essay, eliminating general and irrelevant material, and assessing the remaining specific and relevant details to ensure that they effectively meet the information requirements of the writing task*)

Teacher prompts: “Which of the quotations you have collected are the most relevant to your analysis of this short story?” “Have you presented a variety of points of view in developing the thesis of your research paper?”

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, informational, and graphic forms (e.g., *a report comparing the responses of classmates by gender or ethnocultural background to a novel studied in class; a narrative poem for peers, based on a short story; a critique of a film for a community newspaper; texts that will form part of a public relations campaign to change the image of a villain; the text of a speech for a student running for student council president;*⁴ *an opinion piece about the use of racist, sexist, or homophobic language and its effects on readers*)

Teacher prompts: “What text form have you chosen to compare the responses of males and females in the class to this character in the novel?” “What forms will you use in your PR campaign?”

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., *use colloquialisms or dialects in writing dialogue for a story, to give a character authenticity; use a confident, authoritative tone in a persuasive essay; use repetition, rhythm, and other rhetorical devices effectively to establish a distinctive tone and style in writing a poem; write the script for a monologue in which a character communicates his or her distress about a false accusation*)

Teacher prompts: “How can you convey this character’s emotions when confronted by this false accusation? What words might he use? How might a minor character relate the tale of the false accusation?” “How can you project a professional tone in this covering letter applying for a student loan?”

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., *use a*

variety of literary devices appropriately in creating a poem; use evocative words and phrases accurately and effectively in describing their response to a text, object, or person; use precise words and clear, straightforward sentences to present information and to answer questions in informational texts)

Teacher prompts: “Are there places in your essay where you could state an idea more clearly or precisely?” “Where could you add descriptive details in this piece?” “How do the literary devices you have used in your poem help to engage your readers?”

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 coordination and subordination, as appropriate, to emphasize ideas in sentences and to enhance readability; repeat sentences of the same type or structure to achieve desired effects*⁵)

Teacher prompt: “Where have you revised this piece of writing to vary the type, structure, and length of your sentences? How would you describe the effect of your changes?”

Critical Literacy

2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing (*e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory; explain how their description of a specific event reveals their values, even if these values are not stated explicitly*⁶)

Teacher prompts: “Does your description of this character present her in a good light or a bad one? Who benefits from this kind of description?” “What attitudes and values are revealed in this piece of informational writing, even though they are not stated?”

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 precise and appropriate transitional words and phrases to more clearly show the logical relationship between ideas in an argument or position paper; change the order in which images are presented in a poem to enhance the poem’s effect on the reader’s emotions*⁷)

Teacher prompts: “Do the words you have chosen to use in this essay help create a logical argument?” “Have you read your writing aloud to listen for and correct awkward wording or problems with the flow?” “Are there any details in your poem that may detract from the overall impression you are trying to achieve?” “How could you reorganize this poem so that it will appeal more strongly to your readers’ emotions?”

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: “If you were to cut your essay into its separate paragraphs and mix the paragraphs up, would you be able to determine the original order?” “What other organizational pattern could you have used in this essay to prove your thesis?”

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., use print and electronic spelling resources judiciously, demonstrating awareness of variant spellings, such as U.S. spellings, and homonyms; use irregular spellings for effect in an advertisement aimed at a teenage audience;*⁸ *use print and electronic dictionaries to check spelling regularly and without prompting; identify words that they regularly misspell and implement appropriate strategies to avoid repeating the errors*)

Teacher prompts: “What steps can you take to remember the correct spelling of that word, so that you won’t repeat that error in the future?” “Where have you seen irregular spellings used on purpose [e.g., *in advertising*]? Why do you suppose they were used in those cases?”

5. TLE 10-12 “Revising and Editing Modelled Writing” 50; “Revising and Editing: The Verb ‘To Be’” 56 6. TLE 10-12 “Crawling Inside the Text ... to Find Who’s There and Who’s Not” 30 7. TLCC 7-12 “Revising and Editing: Asking Questions to Revise Writing” 128 8. TLE 7-9 “Sample Text Messages” 34

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., use an etymological dictionary to identify the original meaning of a word and meanings it has acquired over time;⁹ incorporate specialized academic language associated with the study of English into their formal writing; keep a list of new words encountered in classroom and independent reading, and check off the ones they use in their own writing)

Teacher prompts: “How could you explore other ways of wording this idea? What resources could you consult?” “What other texts could you read to expand your vocabulary on this topic?” “Are the words you have used in this description likely to be familiar to your audience? Did you check a thesaurus for more familiar words that you may have overlooked?”

Punctuation

3.3 use punctuation correctly and effectively to communicate their intended meaning (e.g., use commas correctly to separate words, phrases, and clauses; correctly introduce and punctuate both short and long quotations in the body of an essay, properly setting off block quotations; use semi-colons where appropriate to create balance and parallelism in sentences with two or more clauses)

Teacher prompt: “How do you know when to run a quotation into the text and when to set it off as a block? What is the accepted way to set off a quotation?”

Grammar

3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively (e.g., use a variety of sentence structures correctly to communicate complex ideas; use coordination and subordination correctly and appropriately; use parallelism and balance to aid clarity; use pronoun case, number, and person correctly; use verb tenses correctly for reported dialogue; use active and passive voice appropriately for the purpose and audience; use unconventional grammar for effect¹⁰)

Teacher prompts: “How could you rewrite this series of sentences to create parallelism?” “How have you used the active voice in your essay to persuade your readers of your point of view? Is there any place in the essay where the passive voice would be effective?”

Proofreading

3.5 regularly proofread and correct their writing (e.g., ask peers to check their drafts for errors in spelling, vocabulary, punctuation, and grammar, consult print and electronic resources to confirm the accuracy of the feedback they receive, and make corrections where necessary; use the Track Changes function in their word-processing program when entering proofreading changes, and keep a file of these corrections for future reference)

Teacher prompts: “How can the Track Changes tool be of help in the writing process?” “Should you automatically accept all the proofreading feedback provided by a peer? What steps can you take to confirm that the feedback is accurate?”

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., select an appropriate format for a letter they are writing to the editor of a specific newspaper; choose design features that will appeal to an audience of their peers in creating a zine)

Teacher prompt: “Who is the audience for your zine? How does your choice of design features and layout reflect that audience?”

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 conventions¹¹)

Teacher prompt: “Would it help your readers understand your point of view if you incorporated some quotations into your poetry critique? Where would they be most effective?”

9. TLCC 7-12 “Creating a Word Wall” 30 10. TLE 10-12 “Modelled Writing” 51 11. TLCC 7-12 “Writing an Explanation” 148, “Writing a Procedure” 142

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 weaknesses as writers to help identify the steps they can take to improve their skills (*e.g., evaluate different ways of organizing research; share with peers a strategy or technique that they have found helpful in writing effective introductions and conclusions; assess their approach to editing and proofreading their work, and make changes where necessary*)

Teacher prompts: “How did peer editing improve the quality of a recent piece of your writing?” “What have you observed about similarities and differences in your writing process for different types of writing?” “Name one aspect of your writing that you have strengthened this semester, and one aspect that needs more attention. What will you do to improve in that area?”

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 reading widely can help them discover new possibilities for their writing; explain how listening to speeches and oral tales has helped them improve their essay writing and narrative writing*)

Teacher prompt: “Has reading this selection of essays given you new ideas about how you might begin your own essay?”

Portfolio

4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice (*e.g., select a finished piece of writing for a class anthology of creative writing, and explain why they think it is a good example of their work; select a finished piece of writing that caused them the most frustration to produce, and explain the problems they encountered and how they attempted to resolve them, and another finished piece that shows their growth as a writer, and explain how and where it shows improvement*)

Teacher prompts: “What pieces of your writing represent the style of writing you prefer or the text form you feel most comfortable writing? Explain why.” “Do you see yourself as a stronger creative or technical writer? To what do you attribute this strength?”

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., a website uses fonts, graphics, “wallpaper”, and content to establish its brand identity for an audience and the advertisers who wish to reach that audience; public service announcements use shocking images to grab viewers’ attention¹*)

Teacher prompt: “Why does an image of an accident victim in a public service announcement focus your attention on safety practices?”

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 how the perspective and audience of a newspaper or magazine are revealed in the type of advertising it attracts; explain the overt and implied messages about violence conveyed by a children’s cartoon featuring conflict between animal characters*)

Teacher prompts: “What societal values or beliefs are revealed in ads for cosmetic surgery?” “Are the implied messages in a perfume advertisement based on facts?”

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 whether the use of multiple perspectives in a documentary about a historical event clarifies or blurs the focus of the film; comment on the effectiveness of the use of flashbacks in a movie to provide the background needed to understand character development and plot*)

Teacher prompt: “Is a newspaper editorial effective only if you agree with it? What if it makes you look for ways to strengthen your own counter-arguments?”

Audience Responses

- 1.4** explain why the same media text might prompt different responses from different audiences (*e.g., explain why a war veteran and a student might have different reactions to their country’s flag; explain why a parent and a teen might respond differently to a Young Adult novel depicting teen issues and behaviour in a realistic way*)

Teacher prompts: “Why might some people be offended by certain ring tones?” “Why does this documentary on climate change prompt such conflicting responses among viewers?”

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

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., *assess the way a television sitcom or drama depicts characters from cultural or social groups that are under-represented in mainstream television; explain how the representation of body types in the advertising² and editorial content of most popular sports and fashion magazines can affect audiences; explain how a film manipulates familiar archetypes and/or stereotypes to confirm or contradict the audience's expectations about plot or character*)

Teacher prompts: “Were you expecting this character to be ‘good’ or ‘bad’? Why?” “How does the representation of family structures on mainstream TV reflect and create societal expectations?” “Are the portrayals of Aboriginal people in commercials mostly realistic or stereotypical?”

Production Perspectives

1.6 explain how production, marketing, financing, distribution, and legal/regulatory factors influence the media industry (e.g., *explain some effects on prime-time television programming of the Canadian-content regulations of the Canadian Radio-television and Telecommunications Commission [CRTC]; identify some effects of new media technologies on copyright protection for artists*)

Teacher prompts: “What are the major media conglomerates?” “How might the concentration of media ownership affect the career prospects of young and/or experimental artists? What are some of its other effects?”

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., *TV news channels can use satellite transmissions to show events as they are happening; tabloids present celebrity gossip as news in brief articles accompanied by numerous photographs; travel brochures emphasize visual rather than written information about destinations and facilities³*)

Teacher prompts: “Why might a movie made for television have a different structure than a movie with a similar theme made for theatrical release?” “How has the popularity of tabloids and entertainment news programs influenced the form of television news programs?”

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 play-by-play commentary and slow-motion replays in television sports broadcasts to clarify the action and bridge pauses in play; the use of maps, graphics, live coverage, and announcers/commentators in television weather reports to add interest to numeric data*)

Teacher prompt: “Why might the cover of a mass-market paperback feature the author’s name more prominently than the book’s title?”

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 documentary about the fast-food industry to raise awareness about nutrition in a teen audience*), and identify significant challenges they may face in achieving their purpose

Teacher prompt: “Why might it be difficult to interest your intended audience in such a serious topic? What could you do about it?”

Form

3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice (e.g., *explain why an online fundraiser would be an appropriate way to raise money to buy computers; explain why a mini-drama might be a good way to advertise a new product*)

Teacher prompt: “Why might a cartoon be an effective way of communicating a political viewpoint?”

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 presentation using presentation*)

2. TL Media 7-10 “Examining Multiple Perspectives of an Advertisement” 22 3. TL Media 7-10 “Reading Graphical Texts” 6

software: descriptions of graphs, checklists, and visuals and explanations of how they will help clarify key points in the presenter's "script"⁴)

Teacher prompt: "What are some low-tech equivalents for the conventions/techniques used in computer presentations? How do the presentation software's capabilities strengthen your presentation and benefit your audience?"

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 website to promote student writing)

Teacher prompt: "Why would a website be a good way to celebrate the work of your favourite comedian?"

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., use a log to keep track of decisions made at various stages in the design and production process, review the

log to evaluate the efficiency and effectiveness of their production process, and determine how to apply this learning to another production)

Teacher prompt: "Describe the process of selecting an appropriate soundtrack for your media text. Did it work well? What might you do differently next time?"

Interconnected Skills

4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts (e.g., reading journalists' critiques of the content and impact of a politician's television ad campaign can help them create an effective promotional video)

Teacher prompt: "How could participation in a debate about an issue help you create a public service announcement about a related topic?"