

# English, Grade 12

## University Preparation

ENG4U

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; 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 using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** English, Grade 11, University Preparation

### Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at [www.edu.gov.on.ca](http://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 wide range of listening tasks and set goals for specific tasks (*e.g., prepare counterarguments during a debate;<sup>1</sup> record important ideas and supporting details during a class lecture; understand how to complete the online university, college, and OSAP applications after a presentation on the topic*)

**Teacher prompt:** “What listening strategies help you to identify and record the main ideas in a lecture? Which strategy works best for you? How does this change in different situations?”

#### Using Active Listening Strategies

- 1.2** select and use the most appropriate active listening strategies when participating in a wide range of situations (*e.g., pose questions to a student presenter that require the presenter to justify and extend his/her beliefs;<sup>2</sup> understand and acknowledge a dissenting opinion in a small-group discussion<sup>3</sup>*)

**Teacher prompt:** “When you disagree with the ideas of a classmate, how do you respectfully communicate your position?”

#### 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 complex and challenging texts (*e.g., read and prepare a written response to an assigned text before an in-class discussion on the text; use a student-generated checklist to assess a student presentation; deconstruct a speech in order to understand it*)

**Teacher prompts:** “What effect does familiarizing yourself with the subject have on your ability to understand the documentary?” “What listening skills do you use to understand popular texts?”

#### Demonstrating Understanding of Content

- 1.4** identify the important information and ideas in oral texts, including complex and challenging texts, in a variety of ways (*e.g., prepare a summary of a lecture, a televised address, or the plotline of a play watched as a class; listen to a segment of audio from a Shakespeare play and create an image that represents the scene*)

**Teacher prompts:** “What insights about the book’s main ideas did you gain as a participant in the book club?” “What was the main evidence on each side of the debate?”

#### Interpreting Texts

- 1.5** develop and explain interpretations of oral texts, including complex and challenging texts, using evidence from the text and the oral and visual cues used in it insightfully to support

1. TLCC 7-12 “Triangle Debate” 186 2. TL Library Research 7-12 “Testing Ideas with Peer-to-Peer Consultation” 28 3. TLCC 7-12 “Jigsaw” 170

their interpretations (e.g., explain how the group used dramatic conventions to strengthen their performance of the poem; listen to two different versions of a Shakespearean soliloquy and compare the nuances of each actor's performance; compare two versions of the same song or speech, one in audio form and one in video form, to examine how the meaning is conveyed in each)

**Teacher prompts:** "How has the speaker used visual cues to support his message?" "How has the actor used silences and pauses to convey meaning?"

### Extending Understanding of Texts

**1.6** extend understanding of oral texts, including complex and challenging texts, by making insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., actively listen to arguments in a debate in order to refute others' interpretations; listen to an advertising campaign in order to detect any flawed logic;<sup>4</sup> compare two oral biographies on the same celebrity to modify any personal preconceptions)

**Teacher prompts:** "To what extent have the ideas in the group presentation changed your ideas about the novel?" "What similarities and differences are there between the two biographies? What explanation might there be for any discrepancies?"

### Analysing Texts

**1.7** analyse oral texts, including complex and challenging texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response (e.g., evaluate how the participants in an expert panel discussion establish authority and credibility; debate how successful the panel was in informing its audience about the topic discussed; listen to two similar speeches and compare the organization and effectiveness of information, entertaining qualities, and persuasive techniques)

**Teacher prompts:** "What techniques has the presenter used to establish her authority on the subject?" "To what extent have the entertaining qualities of the presentation enriched your understanding of the subject?"

### Critical Literacy

**1.8** identify and analyse in detail the perspectives and/or biases evident in oral texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power (e.g., compare and

analyse the meaning in the songs of several hip-hop artists; analyse the perspectives of various participants on an expert panel about global warming)

**Teacher prompts:** "How subjective is this oral text? How does the text attempt to demonstrate objectivity?" "Is subjectivity valid as long as it is transparent to the audience? Why or why not?"

### Understanding Presentation Strategies

**1.9** evaluate the effectiveness of a wide variety of presentation strategies used in oral texts, including complex and challenging texts, and suggest other strategies that could be used effectively (e.g., analyse the way in which tone, vocabulary, and rhetorical patterns are used in a formal speech; analyse the use of various choral reading techniques to communicate complex themes in a readers' theatre presentation; evaluate the importance of fluent and rehearsed reading of text excerpts in oral presentations in supporting the presenter's argument)

**Teacher prompt:** "How did the use of readers' theatre in the presentation help to reveal the complex themes in the novel?"

## 2. Speaking to Communicate

By the end of this course, students will:

### Purpose

**2.1** communicate orally for a wide range of purposes, using language effective for the intended audience (e.g., perform a readers' theatre presentation of a written text;<sup>5</sup> deliver a eulogy for a Shakespearean character; role-play an entrance interview at a postsecondary institution; lead a panel discussion)

**Teacher prompts:** "How effectively did the presenters capture the emotional perspectives of the characters in the novel?" "How is the speaker's personal connection to the text reflected in his voice?"

### 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., rephrase statements for clarity;<sup>6</sup> synthesize the thread of a small-group discussion; give group members opportunities for reflective silence; deliver a summary of a group discussion that honours the contributions of all participants<sup>7</sup>)

4. TLCC 7-12 "Triangle Debate" 186 5. TLE 10-12 "Readers' Theatre Part II" 126 6. TLCC 7-12 "Discussion Etiquette" 176  
7. TLE 10-12 "PMI (Plus, Minus, Interesting)" 116

**Teacher prompts:** “What specific speaking strategies are most effective in eliciting responses from your peers in a group discussion?” “How can you as a presenter use the introduction and conclusion of your presentation to establish a relationship with the audience?”

### 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., use passages from a novel to support a literary analysis of the novel in a presentation; synthesize relevant and significant material into a presentation;<sup>8</sup> select and use relevant visual aids to strengthen a dramatic presentation for an audience of teenagers)

**Teacher prompts:** “What can you change in your dramatic reading of the text to highlight the important ideas of the text?” “How can pausing to reflect before responding to a question help you to communicate more effectively?”

### Diction and Devices

**2.4** use the most appropriate words, phrases, and terminology, and a variety of stylistic devices, to communicate their meaning in a compelling way and to engage their intended audience (e.g., use descriptive language to evoke a particular mood in a dramatic presentation; use inclusive language during a presentation in order to acknowledge audience diversity; use catchphrases in a parody of a political speech;<sup>9</sup> use standard Canadian English in a formal presentation on an independent study topic)

**Teacher prompts:** “What does analysing the language chosen for a persuasive speech teach you about how language can be used to influence behaviour and attitudes?” “What words or phrases in an oral text demonstrate an understanding of multiple sides of an issue?”

### 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., control and vary tone to enhance a message; adjust volume to reflect emotionally charged material and language during a speech; adjust pace and pauses during a seminar presentation to allow listeners sufficient time to take notes)

**Teacher prompts:** “How can you use tone, pace, pitch, volume, and repetition to suggest multiple perspectives in an oral narrative?” “When would it be appropriate to incorporate pauses during an oral presentation?”

### 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., adjust facial expressions to serve tone and message;<sup>10</sup> research and role-play various types of non-verbal cues used in different cultures)

**Teacher prompt:** “How does your understanding of non-verbal communication affect the way you adapt your presentation and communication skills for different situations and audiences?”

### 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., integrate oral reading, overheads, presentation software, props, or video clips into a speech in order to create a cohesive presentation on an independent study topic; use multimedia techniques to enhance the production of a one-act play)

**Teacher prompt:** “How can you integrate multimedia components into your presentation to communicate your ideas about the novel effectively and creatively?”

## 3. Reflecting on Skills and Strategies

By the end of this course, students will:

### Metacognition

**3.1** demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills (e.g., identify the environmental conditions that help them listen effectively; explain how they adjust their presentation strategies to reach a culturally diverse audience; assess their time-management and self-motivation strategies when preparing for a presentation and adjust as necessary)

8. TL Library Research 7-12 “Planning for an Oral Presentation” 32 9. TLE 10-12 “Speaking for a Specific Audience” 140  
10. TLCC 7-12 “Effective Presentation Skills” 196

**Teacher prompts:** “How is your learning style reflected in your presentation style?” “How do you adapt your learning style when listening to different kinds of presentations and other oral texts?” “How do you plan your presentation to anticipate the types of questions the audience or teacher might ask?”

### Interconnected Skills

**3.2** identify a range of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills (*e.g., identify the oral communication skills they will require for post-secondary education and write an action plan that addresses their identified needs; explain how deconstructing literary texts helps them create oral texts*)

**Teacher prompts:** “How does your ability to read for subtext help you understand and respond to audience needs?” “How can you use your understanding of text construction to create more effective oral presentations?”

# 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., *read editorials and articles in newspapers, magazines, or journals reflecting two opposing views of Canada as a multicultural society, to prepare for a debate; compare the information in a variety of university calendars and websites to identify the undergraduate program that best suits their interests and needs;*<sup>1</sup> *summarize a selection of critical essays about a text studied in class to enhance or challenge their own interpretation of the text*<sup>2</sup>)

**Teacher prompt:** “What ideas in this critical essay challenge your understanding of the novel?”

#### Using Reading Comprehension Strategies

- 1.2** select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts (e.g., *activate prior knowledge before reading by taking part in a fishbowl discussion; confer with the teacher during reading to clarify understanding and/or discuss an interpretation; role-play an interview with the main character of the story*)

**Teacher prompt:** “Now that you’ve finished reading the novel, what are some of the questions you’d like to discuss with your classmates?”

#### Demonstrating Understanding of Content

- 1.3** identify the most important ideas and supporting details in texts, including complex and challenging texts (e.g., *summarize the ideas in a critical essay about a literary work;*<sup>3</sup> *outline two contrasting interpretations of a scene from a Shakespeare play; outline the historical or political context of an Aboriginal writer’s narrative*)

**Teacher prompts:** “What evidence from the text would you use to support your critical response?” “On what points do the arguments in these two critical essays differ?”

#### Making Inferences

- 1.4** make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts (e.g., *explain what the details in a story suggest about the author’s attitude towards the subject; explain what made them begin to doubt the reliability of the narrator in a novel; identify and explain inferences that can be drawn from the home page of a website*)

1. TLE 10-12 “Plus, Minus, Interesting” 116 2. TLCC 7-12 “Using a Concept Map” 48 3. TLCC 7-12 “Making Judgments – Both Sides Now” 74

**Teacher prompts:** “What inferences can we draw about the characters in this play from its setting in a mining town?” “What can you infer from the way this character is introduced?”

### Extending Understanding of Texts

**1.5** extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., compare the personal and moral evolution of the main character in a coming-of-age story with their own experience; read and summarize several essays expressing different perspectives on a topic in order to inform their own opinion; apply concepts from literary theories in their analyses of fictional texts; identify and explain parallels between the way an issue is presented in a text and the way a similar issue is playing itself out in current events)

**Teacher prompt:** “What insights have you gained by reading this text? What possibilities can you imagine now that you might not have considered before reading this text?”

### 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., analyse how syntax and stylistic devices are used in the characters’ speeches to help build tension in a dramatic scene; analyse how literary devices are used in a short story to illuminate a theme; explain why the thesis of an article is strengthened by the author’s exploration of a variety of perspectives on the topic; track significant words or images in an electronic version of a literary text to determine how they are used to reinforce certain themes and ideas)

**Teacher prompts:** “How do the stage directions help to develop your understanding of the characters’ relationships?” “What theme is developed through the relationship between these two secondary characters in the novel? How does this theme colour our interpretation of the main character’s dilemma?”

### Evaluating Texts

**1.7** evaluate the effectiveness of texts, including complex and challenging texts, using evidence from the text insightfully to support their opinions (e.g., evaluate whether the final scene in a play provides a credible and effective resolution that deepens the play’s impact; devise a list of criteria for evaluating the strengths and weaknesses of poems and use it to evaluate a

selection of poems studied in class; compare two newspaper editorials in terms of the persuasiveness of their arguments, referring to the role of the organizational pattern used in each)

**Teacher prompt:** “Has this essay caused you to reconsider your position on the issue? To what do you attribute its impact?”

### Critical Literacy

**1.8** identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power (e.g., identify any significant social issues or concerns that are relevant to the topic of an opinion piece but are not addressed by the author; analyse texts for their use of inclusive or exclusive language; review the allusions made in a text to determine whether they reveal a bias on the author’s part)

**Teacher prompts:** “Which notable authors are not represented in this Top Ten list of Canadian authors? What might these omissions suggest about the list maker?” “What assumptions about gender roles are revealed in the depiction of characters in this story from the 1950s? What would you cite as evidence of these assumptions?” “To what degree do the women in this Shakespearean drama conform to the seventeenth-century European notion that women should be ‘silent, chaste, and obedient’? What might their behaviour suggest about Shakespeare’s attitude towards women?”

## 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 demonstrate insight into the way they help communicate meaning (e.g., quoted material is used in a literary essay to support the analysis or argument, and the thesis is often restated and extended in the conclusion; recurring imagery and/or symbols often help to develop themes in poems, stories, and plays; the structure of a sonnet provides a framework for the poem’s content)

**Teacher prompts:** “What can you expect to find in the concluding couplet of a Shakespearean sonnet?” “How could you adapt a short story to a ‘graphic novel’ format? What literary elements would you need to preserve?”

**Text Features**

**2.2** identify a variety of text features and demonstrate insight into the way they communicate meaning (e.g., compare several editions of a Shakespeare play, noting design and font choices as well as features such as footnotes or endnotes and glossaries, to assess how these features improve the readability of the text; compare the paper type, use of colour, fonts and font sizes, and layouts in various informational texts, and explain how these features affect readability and influence the reader's response to the message)

**Teacher prompt:** "Which edition of this play would you prefer to read? What features of this edition make it preferable to the other choices?"

**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., analyse how diction is used to create pathos in a play; analyse the syntax in a passage from a novel and describe the effect it creates; explain how dramatic irony is used to create sympathy for the protagonist in a short story; analyse the layers of meaning that the use of an archetype lends to a poem, or that the use of allusions to myth and legend add to a contemporary Aboriginal writer's prose; show how juxtaposition is used to support the argument in an essay)

**Teacher prompts:** "What effect do the historical and literary allusions in this essay have on the reader? Do they contribute to the persuasiveness of the arguments?" "What do the stage directions and the characters' diction in this part of the scene suggest about the relationship between the characters?"

**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., identify clichés and jargon in texts and suggest clearer, more specific wordings; identify words that signal organizational patterns in literary essays; analyse how familiar words are used to influence a mass audience in print and television advertisements)

**Teacher prompts:** "What effect has the poet achieved by using common words in unfamiliar ways?" "Name some of the literary terms that have become familiar to you since Grade 10."

**Reading Unfamiliar Words**

**3.2** use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty (e.g., create a glossary or personal dictionary of specialized and technical language encountered in academic texts; keep a list of prefixes and root words used in academic and technical publications to help decode new terms; speculate on the meaning of new words in a difficult text in discussion with peers, then consult a dictionary to confirm the meaning)

**Teacher prompt:** "How have your deliberations on the possible meanings of an unfamiliar word affected your understanding of the text?"

**Developing Vocabulary**

**3.3** regularly use a variety of strategies to explore and expand vocabulary, discerning shades of meaning and assessing the precision with which words are used in the texts they are reading (e.g., list words from an eighteenth-century novel that are now archaic, and provide contemporary synonyms for each, noting differences in connotation; compare two essays on the same idea by different authors, focusing on differences in word choice and resulting differences in meaning and effect)

**Teacher prompts:** "Which of the words that you learned from your reading this term have you used most often in your own speech or writing?" "Is there one word in this poem that provides a key to understanding the poet's intent?"

**4. Reflecting on Skills and Strategies**

By the end of this course, students will:

**Metacognition**

**4.1** demonstrate insight into their strengths and weaknesses as readers, and practise the strategies they found most helpful when reading particularly challenging texts to enhance their reading skills (e.g., select a university-level text from the library, apply preferred strategies as they read a selected chapter, and paraphrase the passage they found most difficult)



**Teacher prompts:** “In what ways did the fish-bowl discussion before reading help to focus your thoughts on the subject?” “Is readers’ theatre an effective reading strategy for you? Why or why not?” “How did questioning the text during reading help to clarify your understanding?”

#### **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 the insights they gained into a short story after viewing a short film based on the story*)

**Teacher prompts:** “What did you learn by participating in the seminar that made you rethink the text?” “What did you learn by creating your own poem that will help you to analyse the poems you read?”

# 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., a letter of application to a specific program at a postsecondary school; the script for a satirical monologue on contemporary issues and popular culture to be delivered to their peers; an essay analysing character development in a literary work; an adaptation of a complex scene from a Shakespeare play into a narrative for an English language learner*)

**Teacher prompt:** “How do you plan to incorporate elements that are specific to drama, such as the reliance on dialogue to convey information, into your narrative?”

#### 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., record notes from a group discussion about a literary work to generate ideas for an analytical essay on the work; use a variety of strategies, including inquiry, divergent thinking, and discussion with peers, to explore a potential topic and generate ideas for writing an informational report; use a writer’s notebook while reading literary texts to jot down and keep a record of ideas for creative*

*writing; brainstorm to develop a focus for their research, formulate a question that encapsulates the focus, and establish their research parameters to suit the focus;<sup>1</sup> consult print, electronic, and other resources, including public and postsecondary library collections, to identify potential sources of information for a report or essay; create and annotate a list of website addresses that may be useful in researching a topic; before starting their research, interview community business people, representatives of volunteer or community-service organizations, or social-issue advocates, as appropriate to their topic; 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:** “How can you narrow your focus for this essay?” “Are there deeper questions that you should be exploring?” “How will you ascertain areas of overlap among all these sources of information and establish a clear direction for your writing?”

#### Research

- 1.3** locate and select information to fully and 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 wide range of sources that could provide*

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

appropriate information relevant to their assignment, such as books, periodicals, blogs, streamed media, online databases, audio and video recordings and films, and archived newspapers and multicultural community newspapers; search digital media and community resources such as university libraries and government agencies, as appropriate to their topic; conduct interviews with community and other experts in person or online to obtain leads about reliable and informative print and online sources, or to confirm and augment information gathered from other sources; develop and use a detailed template to evaluate sources for reliability, objectivity, and comprehensiveness; record all sources of information in a bibliography or reference list, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty)

**Teacher prompts:** “As your research gives you more information about your topic, is your choice of sources changing? Are you still confident that your focus is appropriate, or is it changing too?” “Are there other people you could talk to who may be sources of information about your project? What kind of information could they supply?” “How will you document human sources?”

### 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., use a concept map to organize key concepts for their argument in an essay, including an acknowledgement and a rebuttal of alternative positions;<sup>2</sup> organize the important points in a motivational speech in climactic order; use a variety of organizational patterns, such as comparison, analogy, and examples, to present ideas and information in essays; develop an organizational plan for a complex document, such as a book or magazine that will contain several genres of text, and include in the plan elements such as the text genres and forms, the voice and/or point of view for each text, and appropriate, relevant, and appealing images, graphics, and fonts)

**Teacher prompt:** “What is your thesis for this literary essay? Which organizational pattern will best help you convince your readers to agree with your point of view?”

### 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 and assess the ideas and information they have assembled for accuracy, relevance, specificity, clarity, completeness, and/or insight, using an effective personal marking system of their choice, such as highlighter pens, sticky notes, and recipe cards, and eliminate material or augment what they have, as appropriate<sup>3</sup>)

**Teacher prompts:** “Of the ideas you have gathered for your essay, which one do you think needs to be developed more fully, and which one could be dropped?” “Does the information you have collected enable you to fully explain the imagery in the play?”

## 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 parody of a soliloquy in a play studied in class, for their peers; an essay analysing the themes, image patterns, or narrative techniques used in a literary work; a novel study website on a novel of their choice for an audience of teenagers; a feature article for a community newspaper that describes a conflict between people from different cultures in their school or community and proposes a solution to the conflict)

**Teacher prompts:** “What elements could you add to your article to help make it compelling for readers? Have you interviewed any of the people involved in these conflicts, or any of the authorities who could help resolve the issue?” “How have you used graphic and informational forms on your novel study website? Why did you use them in these ways?”

### Voice

**2.2** establish a distinctive and original voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing (e.g., write a soliloquy in the voice of the antagonist in a play; use a warm, convivial tone in writing a graduating-class report for the school yearbook; use academic language and an authoritative tone effectively to convey confidence in writing a research or literary essay)

**Teacher prompt:** “What tone would the antagonist use to express herself? Which specific words in your soliloquy evoke that tone?”

### Diction

**2.3** use a wide range of descriptive and evocative words, phrases, and expressions precisely and imaginatively to make their writing clear, vivid, and compelling for their intended audience (e.g., *replace general diction with concrete and specific language; use figurative language and literary and stylistic devices appropriately and effectively in a short story; review their writing for examples of imprecise or clichéd expressions, and replace them with more precise or imaginative wording, as appropriate*)

**Teacher prompt:** “What effect are you trying to create in your short story – shock or delight? Which words create the effect? Could you use other words to heighten the effect?”

### 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 antithesis and parallel structures to convey ideas vividly and effectively; use parallelism and balance to aid clarity*<sup>4,5</sup>)

**Teacher prompts:** “Can you trace the links from one idea to another that give your paragraph coherence?” “How could you rearrange the sentences in this paragraph to emphasize your point more forcefully?”

### 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 appropriate*<sup>6</sup>; *explain how a script they have written for a scene between two co-workers subtly depicts one as patronizing the other*)

**Teacher prompts:** “What does your writing reveal about your cultural background and your expectations?” “Does your writing assume that the social reality of your life is also that of other members of your community, your country, and the world at large?” “Is power an issue in any of the relationships you describe in your writing, either obviously or in an underlying way? If so, how have you depicted it?”

### Revision

**2.6** revise drafts to improve the content, organization, clarity, and style of their written work (e.g., *ensure that their controlling idea is appropriate and clear; reinforce their arguments with compelling evidence; rephrase passages or combine sentences in a narrative to improve clarity or to make their writing more compelling*<sup>7</sup>)

**Teacher prompts:** “Have you incorporated supporting information from other sources into the development of your thesis smoothly and coherently?” “How could you vary your sentence and paragraph structures to make this narrative more compelling?” “Where do you need more emphasis?” “Does your revised draft capture the tone you were aiming for?”

### Producing Drafts

**2.7** produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations (e.g., *adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions*)

**Teacher prompt:** “How can you change your critique to make your tone more authoritative?”

## 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*<sup>8</sup>; *use irregular spelling in comments attributed to an opponent they are caricaturing in an editorial; identify words that they regularly misspell and implement appropriate strategies to avoid repeating the errors*)

**Teacher prompts:** “Why is it dangerous to rely on a spell-check program to catch all the spelling errors in a piece of writing?” “What steps have you taken to avoid repeating the same spelling errors over and over again?”

### 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

4. TLE 10-12 “Revising and Editing Modelled Writing” 50 5. TLE 10-12 “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. TLCC 7-12 “Proofreading Without Partners” 137

(e.g., use specialized dictionaries to verify the meaning of terminology they want to use in writing a technical report; identify shared roots and the use of the same prefixes and suffixes in words from different subject areas;<sup>9</sup> incorporate into their writing new words encountered in their reading both in and outside the classroom)

**Teacher prompt:** “What resources have you consulted in order to build your vocabulary in this area? Which have been most useful?”

### Punctuation

**3.3** use punctuation correctly and effectively to communicate their intended meaning (e.g., use commas, semi-colons, colons, and dashes correctly to clarify meaning, to improve the rhythm and flow of a sentence, and/or for stylistic effect)

**Teacher prompt:** “What is the most obvious choice for punctuation in that sentence? What other choice would improve the rhythm of the sentence?”

### 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;<sup>10</sup> use transitional words and phrases to write coherent paragraphs; incorporate parallelism and balance in paragraph structure to enhance clarity and style; use pronoun case, number, and person correctly; select singular or plural verbs to agree with subjects containing collective nouns, as appropriate for their intended meaning; use the active and passive voice appropriately and effectively for their purpose and audience;<sup>11</sup> use unconventional grammar for effect<sup>12</sup>)

**Teacher prompt:** “What is an example of unconventional grammar that would suit the purpose or the character?”

### Proofreading

**3.5** regularly proofread and correct their writing (e.g., consult print and electronic resources as necessary to verify that their spelling, vocabulary, punctuation, and grammar are accurate and/or appropriate; assess the validity of the feedback provided by a partner who has proofread their work by consulting print and electronic resources, and make corrections where necessary)

**Teacher prompts:** “Why are accurate spelling, vocabulary, punctuation, and grammar such important elements of writing?” “How many drafts does your writing need to go through before you submit it as final?”

### 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., format and publish the script for a scene in a short film on a fictional subject of their choice; select appealing and appropriate fonts, graphics, and layout for a brochure informing teenagers about an important health or social issue)

**Teacher prompts:** “How can you integrate the photos and the text in your brochure in an appealing way?” “Have a look at the designs of these three current books. Which presentation do you find most appealing, and why? What do you think each design is trying to achieve?”

### 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 knowledge base do you expect the audience of your literary essay to have? What organizational techniques have you used to develop your thesis so that it will appeal to this knowledge base?”

## 4. Reflecting on Skills and Strategies

By the end of this course, students will:

### Metacognition

**4.1** demonstrate insight into their strengths and weaknesses as writers, and practise the strategies they found most helpful when writing particularly complex texts to improve their writing skills (e.g., assess the strategies they have used for overcoming writer’s block, and explain the specific ways in which these strategies have been helpful; describe to peers how they revised a first draft to strengthen content and style; create a list of tips to be used in peer editing of their writing, including the kind of assistance and advice that they feel would specifically benefit them; compare their current writing skills with those required for higher education, and identify specific goals for improvement)

**Teacher prompts:** “What were the most successful strategies you used in writing this essay?” “How did you determine which information and ideas in earlier drafts you

9. TLE 7-9 “Sample Roots and Prefixes” 54 10. TLE 10-12 “Sentence Starters” 48 11. TLE 10-12 “Revising and Editing – The Passive Voice” 59 12. TLE 10-12 “Modelled Writing” 51

wanted to delete before finalizing this piece of writing?" "In which areas of language usage are you strong, and in which areas are you weak?"

#### 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., identify the benefits of reading their work aloud to an audience as a revising strategy; describe the specific ways in which individual texts they have read have influenced their writing*)

**Teacher prompt:** "How does your participation in a writing group help you to see the strengths and weaknesses of your own written work?"

#### 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 that they feel best reflects their abilities as a writer, and explain why they chose it; select a finished piece of work that taught them something valuable about writing that they will continue to find useful in their future academic work*)

**Teacher prompts:** "What pieces do you think would best represent your writing talent to your postsecondary teachers?" "What pieces do you think might be worthy of revision for publication in the future?"

# 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 complex and challenging texts, are created to suit particular purposes and audiences (*e.g., aspects of advertising campaigns are often modified to reflect the priorities of different regional, cultural, or socio-economic groups; the differing story line-ups of a major news network and a community television news channel reflect their differing priorities and target audiences<sup>1</sup>*)

**Teacher prompt:** “Why are different versions of popular board games created for sale in different countries? What are some of the differences?”

#### Interpreting Messages

- 1.2** interpret media texts, including complex or challenging texts, identifying and explaining with increasing insight the overt and implied messages they convey (*e.g., explain the satiric message in a newspaper cartoon about a social or political issue; explain the messages about Canadian culture in a television program about a Canadian topic; identify some underlying social and/or political messages in an animated TV sitcom and suggest possible reasons why the messages are implied rather than openly expressed*)

**Teacher prompts:** “How can you detect the particular bias of a blog if it is not overtly expressed?” “Why is it important to verify information found on websites?” “Why do you think the few women are featured so prominently in this photograph of a group of politicians?”

#### Evaluating Texts

- 1.3** evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including complex and challenging texts, and decide whether the texts achieve their intended purpose (*e.g., determine the credibility of the claims made in a documentary film, based on an evaluation of the reliability and relevance of the evidence presented in it; determine whether and how rhetorical devices such as hyperbole and metaphor in newspaper headlines help clarify the accompanying stories for the reader*)

**Teacher prompts:** “How effectively do the photographs in this feature article enhance the reader’s understanding of the themes and issues addressed in the article? Could more effective photographs have been chosen?” “What makes this public service announcement so effective in reaching a youth audience?”

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