

Course Profile

English

Grade 9
Applied

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgements

Lead Board

Toronto Catholic District School Board
Wendy Schmidt, Manager

Course Profile Writing Team

Nick D'Avella (Lead Writer), Senator O'Connor College School
Patrick Keyes (Writer), St. Mary's Catholic Secondary School
Elaine Barrett (Writer), Mother Teresa Catholic Secondary School
Vincent O'Brien (Writer), Chaminade College School
Christine Hughes (Writer), Jean Vanier Catholic Secondary School

Word Processing

Diane Furtado, Catholic Education Centre

Graphic Layout

Ana Paula DaCosta, Catholic Education Centre

Course Profiles For Catholic Secondary Schools

English, Applied, Grade 9

Course Overview

Identifying Information:

School:

District: Toronto Catholic District School Board

Course Title: English

Grade: 9

Course Type: Applied

Ministry Course Code: ENG1P

Secondary Policy Document: The Ontario Curriculum Grades 9 and 10 English

Publication Date: 1999

Credit Value: 1

Department: English

Course Developer(s):

Development Date: February, 1999

Course Revisor(s):

Revision Date:

Additional Codes:

Description/Rationale

This course emphasizes key reading, writing, oral communication and thinking skills that students need for success in secondary school and their daily lives. Students will study plays, short stories, newspaper and magazine articles, and will describe and create media works. An important focus will be the correct use of spoken and written language.

How This Course Supports The Ontario Catholic School Graduate Expectations

For the Catholic graduate, education is a life-long quest not only for knowledge and skills, but also for the Christian attitudes, values and beliefs that guide us on our human journey. Through the study of literature, students will examine the human condition, sin, weakness and struggle, explore the mysteries and wonders of creation, and celebrate the presence of God's saving grace in the world. Students will cultivate oral and written language for both creative expression and practical communication and as a gift for bearing witness to Christ's truth.

Unit Titles (Suggested Time and Sequence)

Unit 1	Storytelling: Short Stories and Mythology	20 hours
Unit 2	Novel Study: Embrace the Journey	20 hours
Unit 3	Poetry: Miracle and Wonder	10 hours
Unit 4	Drama: Speak the Speech	15 hours
Unit 5	Non-Fiction: The Medium and the Message	20 hours
Unit 6	The Writing Process: Sculpting With Words	25 hours

Unit Organization

Unit #1: Storytelling: Short Stories and Mythology

Time: 20 hours (6 additional hours in integrated language/skills development)

Description:

In this unit students will read and demonstrate their understanding of a variety of short stories and myths as an examination of the quest for identity, the mysteries of creation, and God's presence in our world. They will explore, compare and contrast, appreciate, and value stories and myths from a variety of cultures and traditions. Students will learn and apply a variety of literary terms to assigned readings and will understand and interpret ideas and information. Through writing activities and oral presentations students will continue to develop their communication skills.

Ontario Catholic School Graduate Expectations: 1a, 1h, 2a, 2c, 2e, 3c, 4a, 4f, 5a, 5c

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations: LIV.01P, 02P, 03B; WRV.01-03P, 04B, 05B; LGV.01P, 02B; MDV.01-02P

Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B, 07P; LI2.01-02P; LI3.01P; WR1.02P, 04P; WR2.01P; MD1.01B; MD2.01-02P

Unit #2: Novel Study: Embrace the Journey

Time: 20 hours (6 additional hours in integrated language/skills development)

Description:

In this unit students will learn and comprehend components of the novel (plot, setting, character, point-of-view and theme) and recognize that sin, human weakness, conflict, and hope are part of the human journey. Students will read, interpret information, and then develop ideas based on themes that will allow the student to integrate the Catholic experience into their appreciation of literature.

Ontario Catholic School Graduate Expectations: 1a, 1d, 2a, 2c, 2e, 3a, 3c, 4a, 5a

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P

Specific Expectations: LI1.01P; LI3.01P; WR1.02-04P; WR2.01P; LG1.04B, 05P, 06B; MD1.01B, 02P; MD2.01-02P

Unit #3: Poetry: Miracle and Wonder

Time: 10 hours (3 additional hours in integrated language/skills development)

Description:

The exploration of poetry will encourage students to read, write, and demonstrate their understanding and appreciation of a variety of poetic forms. Students will identify, compare and contrast ballads, narratives, songs, and prayers. Through listening, speaking, and writing in large and small groups, students will learn and apply poetic devices in various poetic contexts. The unit will culminate with the production of an anthology of student prayers, songs, and poems.

Ontario Catholic School Graduate Expectations: 2a, 2c, 4a, 4f, 5a, 5c, 5e, 5f, 7b

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P

Specific Expectations: LI1.02P, 03B, 05P, 06B, 07P; LI2.01P; LI3.01-02P; WR1.02P, 04P; WR2.01P; MD1.01B, 02P; MD2.01-02P

Unit #4: Drama: Speak the Speech

Time: 15 hours (4 additional hours in integrated language/skills development)

Description:

In this unit students will actively explore their understanding of how dramatic forms and theatre conventions create meaning. Key to this study will be the students' growing understanding of how the Church's Liturgical codes underpin powerful dramatic archetypes. Through a variety of activities, including written responses, dramatic readings, improvisation, viewing, movement, role playing and discussions, students will increase their awareness and respect for themselves in their local community as well as in the global community.

Ontario Catholic School Graduate Expectations: 2a, 2c, 4a, 4b, 4f, 5a, 5c, 5e, 7b

Strand(s): Reading and Literature Studies; Writing; Language; Media Studies

Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P

Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B, 07P; LI2.01-02P; LI3.01P; WR1.02-04P; WR2.01P; MD1.01B, 02P; MD2.01-02P

Unit #5: Non Fiction: The Medium and the Message

Time: 20 hours (6 additional hours in integrated language/skills development)

Description:

In this unit students will understand three key concepts of the media, make the connection between non-fiction texts, language conventions and target audiences, and demonstrate their understanding of these texts within the context of the social teachings of the Church. They will apply their knowledge and understanding and develop a positive sense of self and respect for others.

Ontario Catholic School Graduate Expectations: 2a, 2c, 3c, 4a, 4b, 4f, 5a

Strand(s): Reading and Literature Studies; Writing; Language; Media Studies

Overall Expectations: LIV.01-02P, 03B; WRV.01-03P, 04-05B; LGV.01P, 02B; MDV.01-02P

Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B LI2.03P, LI3.02-03P; WR1.01-04P; WR2.01P; MD1.01B, 02-04P; MD2.02-03P

Unit #6: The Writing Process: Sculpting With Words

Time: 25 hours (ongoing)

Description:

This unit is integrated throughout the course. Students will cultivate language for practical communication, creative expression, and ultimately, as a gift for bearing witness to Christ's truth. Through the writing process, they will further develop their skills in drafting, editing, revising and publishing. They will increase their vocabulary, refine their skills in spelling, punctuation, grammar, and usage, and will apply the conventions of standard English in oral and written communication.

Ontario Catholic Graduate Expectations: 2a, 2c, 4e, 4f, 5a, 5c, 5f, 7b

Strand(s): Writing; Language

Overall Expectations: WRV.01-03P, 04-05B; LGV.01P, 02B

Specific Expectations: LI3.01-02P; WR1.01-04P; WR2.01-04P; WR3.01-07P; WR4.01-02B, 03P, 04B; WR5.01P, 02B, 03P, 04B, 05-06P, 07-16B; LG1.01-04B, 05P, 06-07B; LG2.01-07P; MD1.02P; MD2.02P

Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
<p>During the course students will write paragraphs, precis and reports and also:</p> <ul style="list-style-type: none"> • Read texts • Re-tell events • Dramatize scenes • Research using the Internet/library/media outlets • Use desktop publishing programs • Conduct survey/interview • Produce visual displays/recordings/publications • Listen to recordings • Compose original poetry/song/story • Construct collage/poster • Practise drafting, editing and revising • Learn and apply Standard English • Prepare and deliver oral and written reports • Identify literary terms • Summarize fiction and non-fiction texts • Reflect on classroom and personal experiences • View various forms of media • Work co-operatively with classmates • Integrate gospel values 	<p>The assessment plan will include the following:</p> <p>Reflection</p> <ul style="list-style-type: none"> • Self-assessment • Peer-assessment • Response journals • Wrap-up activities <p>Observation</p> <ul style="list-style-type: none"> • Formal teacher evaluations • Informal teacher observations <p>Conferencing</p> <ul style="list-style-type: none"> • Student/teacher conferences • Peer conferences <p>Paper and Pencil Tests</p> <ul style="list-style-type: none"> • Teacher-made tests • Criterion-referenced tests • Norm-referenced tests <p>Performance Assessment</p> <ul style="list-style-type: none"> • Presentations/dramatizations • Exhibitions/demonstrations • Role play • Formal written assignments • Essays, reports, original Stories and poems • Graphic organizers • Projects • Writing folder <p>Assessment Tools will include:</p> <ul style="list-style-type: none"> • Rubrics, checklists, tests, marking schemes, anecdotal comments, and surveys 	<p>The following resources are required to support teaching and learning:</p> <p>Print</p> <ul style="list-style-type: none"> • Bible/Missals • Anthologies of poetry and short stories • Novels • Plays • Newspapers and magazines • Dictionaries and thesauri • Grammar text <p>Software/Video</p> <ul style="list-style-type: none"> • Desktop publishing program • Powerpoint • Internet • Autoskil • CD ROMs <p>Hardware</p> <ul style="list-style-type: none"> • Writing folders • VCR • Computers • CD player • Camera

Evaluation of Student Achievement:

This course emphasizes the application and the practical demonstration of student achievement. Assessment, therefore, will be based on information gathered on students' ability to apply knowledge, skills, and understanding in a variety of practical contexts. Final evaluation will be criterion-referenced and will measure student achievement against the stated expectations for the course. The final grade will be based on the level students most consistently attain in the categories of Knowledge and Understanding, Thinking and Inquiry, Communication, and Application.

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
To be developed.			

Additional Information

Course Notes

This course emphasizes practical application of the individual student's God-given potential. A key aim of the course is to assess students' learning styles and develop a plan that best facilitates student achievement. The language skills component is ongoing and integral to every unit in the course. This course will respect and affirm the diversity and interdependence of the world's peoples and cultures.

In addition, the teacher should be mindful of the following considerations:

- In grade 9 students are in the early stages of their journey towards the achievement of Catholic Graduate Expectations.
- Teachers and students should embrace every opportunity to enhance the Catholic character of this curriculum.
- The writers have provided examples of rubrics and checklists, however, teachers should also develop/find rubrics which meet the specific needs of their students.
- In order to make specific modifications and accommodations for the needs of their students, teachers should consult with their colleagues in the resource department.
- As technology is used as a learning tool throughout the course, it is essential that teachers instruct students in the appropriate use of technology, with particular reference to ethical and critical use of the Internet.

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- The selection of texts/readings must be representative of the cultural groups that make up the Canadian mosaic.
 - Teachers are encouraged to collaborate with parents and members of the local community to implement this course fully.

We hope this is a profile that invites teachers and students to participate in a discourse that is, according to Pope John Paul II, “about life’s meaning and purpose, an education of transcendence beyond facts into truth, beyond self-interest into compassion, beyond despair into the love required to renew the community of creation.” (Trafford, L. Educating the Soul, pg.25)

OSS Policy Applications

Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools 1999

The Ontario Curriculum Grades 9 and 10: English 1999

Ontario Secondary Schools Grades 9 to 12: Program and Diploma Requirements 1999

The Ontario Curriculum Grades 9 and 10: Program Planning and Assessment

Course Evaluation

- surveys (student/parent)
- CRDI
- student course evaluation

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”
(Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

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- CGE5e** -respects the rights, responsibilities and contributions of self and others;
 - CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

CODING OF EXPECTATIONS

READING AND LITERATURE STUDIES

Overall Expectations

- L1V.01P** read and demonstrate an understanding of a variety of literary and informational texts
- L1V.02P** demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles
- L1V.03B** identify and explain the effect of specific elements of style in a variety of literary and informational texts

Specific Expectations

Understanding the Meaning of Texts

- LI1.01P** describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources, including biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines, and encyclopedias
- LI1.02P** select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively
- LI1.03B** describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts
- LI1.04P** locate and use explicit information and ideas from texts in forming opinions and developing generalizations
- LI1.05P** make inferences based on the information and ideas presented in texts
- LI1.06B** use specific references from a text to support opinions and judgements
- LI1.07P** identify how readers' different backgrounds might influence the way they understand and interpret a text

Understanding the Forms of Texts

- LI2.01P** use knowledge of elements of drama, such as plot and sub-plot, character development and revelation, conflict, dialogue and stage directions, to understand and interpret texts in the genre
- LI2.02P** use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre
- LI2.03D** use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre
- LI2.03P** use knowledge of elements of newspaper and magazine articles, such as headlines, leads, the five W's, titles, sub-titles, and photographs, to understand and interpret texts in the genre

Understanding the Elements of Style

- LI3.01P** explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects
- LI3.02P** explain how authors choose words and phrases to achieve intended effects
- LI3.03P** explain how authors and editors use design elements to help convey meaning

WRITING

Overall Expectations

- WRV.01P** use print and electronic sources to gather information and explore ideas for their written work
- WRV.02P** identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately
- WRV.03P** use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest
- WRV.04B** revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity
- WRV.05B** edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate

Specific Expectations

Generating Ideas and Gathering Information

- WR1.01P** investigate potential topics by asking questions, identifying information needs, and developing research plans to gather data
- WR1.02P** locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases
- WR1.03P** sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material
- WR1.04P** use the information and ideas generated by research to explore topics for written work

Choosing the Form to Suit the Purpose and Audience

- WR2.01P** identify the purpose for each piece of writing
- WR2.02P** identify the specific audience for each piece of writing
- WR2.03P** demonstrate an understanding of literary and informational forms of writing, such as letters, personal narratives, short stories, answers to homework questions, summaries, and reports on research topics, by selecting a form appropriate to the specific purpose and audience for each piece of writing
- WR2.04P** use the third-person singular and an appropriate level of language in expository forms requiring objectivity

Organizing Ideas and Information in Written Work

- WR3.01P** use key words in questions or prompts to organize information and ideas in homework answers
- WR3.02P** use a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence to structure expository paragraphs
- WR3.02P** structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence
- WR3.03P** use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems
- WR3.04P** use changes in time, place, or speaker to structure narrative paragraphs
- WR3.05P** use a single controlling idea to structure a series of paragraphs
- WR3.06P** provide an introduction, body, and a conclusion in written reports

WR3.07P present directions, instructions, and reports of investigations in a logical order, using an organizational pattern such as examples, chronological order, or comparison

Revising Drafts

WR4.01B revise drafts to ensure that ideas are adequately developed with supporting details, and to achieve clarity and unity

WR4.02B revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language

WR4.03P make constructive suggestions to peers, using prompts, check lists, open-ended statements, and questions

WR4.04B consider reactions from teachers, peers, and others in revising and editing written work

Editing, Proofreading, and Publishing

WR5.01P identify sources of ideas, information, and quotations in written work

WR5.02B select the publication method or vehicle most accessible or appealing to the intended audience

WR5.03P provide documentation showing their use of the writing process

WR5.04B edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

WR5.05P identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections

WR5.06P construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subjective complement; main and subordinate clauses; prepositional phrases

WR5.07B identify and correct sentence fragments, run-on sentences, and comma splices

WR5.08B make compound subjects agree with verbs in simple and compound sentences

WR5.09B make pronouns agree with their antecedents in number and gender

WR5.10B use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing

Spelling

WR5.11B use knowledge of a wide range of spelling patterns and rules to identify, analyze, and correct spelling errors

WR5.12B use and spell homophones correctly

WR5.13B use the apostrophe correctly when spelling contractions and possessives

WR5.14B use a variety of resources to correct errors in spelling

Punctuation

WR5.15B use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses

WR5.16B adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry

LANGUAGE

Overall Expectations

- LGV.01P** use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly
- LGV.02B** use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

- LG1.01B** describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities
- LG1.02B** identify and explain examples of slang, jargon, dialect, and colloquialism as well as of standard Canadian English, in literary texts and in their own oral and written work
- LG1.03B** identify words borrowed from other languages, and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins
- LG1.04B** select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work
- LG1.05P** recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
- parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections;
 - simple, compound, and complex sentences;
 - components of sentences: subject, predicate, object, subjective complement, prepositional phrases, main and subordinate clauses;
 - agreement between subject and verb, and between pronoun and antecedent;
 - consistency of verb tenses, and voice
- LG1.06B** recognize, describe, and correct sentence errors in oral and written language
- LG1.07B** recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
- spelling: homophones and possessive pronouns and adjectives;
 - capitalization for proper nouns and in direct quotations, scripts, dialogue, and poetry;
 - punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses

Developing Listening and Speaking Skills

- LG2.01P** use listening techniques and oral communication skills to participate in group discussions
- LG2.02P** use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations
- LG2.03P** work with a partner to plan and make oral presentations to a small group, selecting and using vocabulary and methods of delivery to suit audience and purpose
- LG2.04P** use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations

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- LG2.05P** practise with cue cards, use breathing exercises, and rehearsal with peers (and with visual aids and technology, if used) to ensure confident delivery in oral presentations
- LG2.06P** identify examples of the use of oral communication skills in school and the world outside the school
- LG2.07P** analyze their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve

MEDIA STUDIES

Overall Expectations

- MDV.01P** identify and describe the elements, intended audiences, and production practices of a variety of media forms
- MDV.02P** use knowledge of a variety of media forms, purposes, and audiences to create media works

Specific Expectations

Analysing Media and Media Works

- MD1.01B** demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works
- MD1.02P** identify and describe the elements used to structure media works in a variety of forms
- MD1.03P** compare the reactions of different people or groups to a variety of media works
- MD1.04P** identify factors that influence media production, distribution, and advertising

Creating Media Works

- MD2.01P** adapt a work of literature for presentation in another media form
- MD2.02P** create media works for different purposes
- MD2.03P** analyze the characteristics of different audiences and create media works designed specifically for them