

Public District School Board Writing Partnership

Course Profile

English

Grade 9

Academic

• 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. 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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Course overview

Unit Organization

Unit 1: Narrative Forms and Voices

Time: 25 hours

Description

Students develop an understanding of the conventions of narrative literature and language. Students read and study a range of short narratives, including short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. They apply appropriate strategies to read, understand, and interpret narrative texts. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and mood to understand and interpret narrative texts. Students demonstrate their understanding of narrative by recording their thoughts, ideas, and feelings in a variety of personal and interactive responses and by creating and sharing their own narratives. Students write descriptive and expository paragraphs, thereby providing a foundation for writing the five-paragraph essay. Ongoing personal reading and writing are essential for students to develop mature communication skills.

Strand(s) and Expectations

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

Overall Expectations: LIV.01D, LIV.02D, LIV.03B, WRV.02D, WRV.03D, WRV.05B, LGV.01D, LGV.02B, MDV.01D, MDV.02D

Specific Expectations: LI1.02D, LI1.02B, LI1.03B, LI1.05D, LI1.06B, LI2.01D, LI2.02D, LI3.02D; WR2.02D, WR3.01D, WR3.02D, WR3.05D, WR4.02B, WR5.04B, WR5.05D, WR5.06D, WR5.07B, WR5.08B, WR5.09B, WR5.10B, WR5.11B, WR5.14B, WR5.15B, WR5.16B; LG1.01B, LG1.02B, LG1.05D, LG1.07B, LG2.02D, LG2.07D; MD1.02D, MD2.01D.

Unit 2: Poetic Forms and Voices

Time: 15 hours

Description

Students read and study a variety of poetic forms and learn to identify different types of poems (i.e., lyric, expository, didactic, narrative, dramatic). Students apply appropriate strategies to read, understand, and interpret poetic texts. They learn to understand the value of auditory devices, figurative language, and form in creating powerful poetry. During this unit, students demonstrate their understanding of poetry by writing Response Journals, explications of poems, and original poetry; by participating in class activities; by presenting poems orally; by adapting a poem to a media form; and creating a Poetry Anthology.

Strand(s) and Expectations

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

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

Specific Expectations: LI1.01D; LI1.03B, LI1.04D, LI1.05D, LI1.06D, LI1.07D, LI1.08D, LI3.01D, LI3.02D; WR1.02D, WR1.04D, WR2.01D, WR3.01D, WR4.01D, WR4.03D, WR4.04B, WR5.02B; LG1.01B, LG1.02B, LG1.04B, LG1.05D, LG1.07B, LG2.01D, LG2.02D, LG2.03D, LG2.04D; MD2.01D, MD2.03D.

Unit 3: Dramatic Forms and Voices

Time: 15 hours

Description

Students apply the skills learned in the preceding units to the analysis and study of drama. Students identify, analyse, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. Students understand the importance of the context (social, cultural, political) in which a literary work was created. Students use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all the elements of drama to create a complex, stimulating, and satisfying work of literature. Students demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal and interactive responses; by writing and publishing a literary exposition; by rehearsing and performing a dramatic scene; and by creating and sharing a media work.

Strand(s) and Expectations

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

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

Specific Expectations: LI1.01D, LI1.02D, LI3.01D; WR1.01D, WR2.01D, WR3.03D, WR3.05D, WR4.01D, WR4.03D, WR5.02B, WR5.06D, WR5.07B, WR5.14B, WR5.15B, WR5.16B; LG1.01B, LG1.02B, LG1.04B, LG1.06B, LG1.07B, LG2.02D, LG2.04D, LG2.07D; MD2.01D, MD2.02D, MD2.03D.

Unit 4: Informational Forms and Voices

Time: 30 hours

Description

Students develop an understanding of the conventions and language of informational texts. Students read and study a variety of informational texts, including argumentative essays, reports, surveys, letters, journals, memoirs, web sites, databases, documentary film, and other media works. Students develop strategies to understand and interpret texts effectively, and learn to distinguish between fact and opinion, and to identify bias. Students understand how the background of the author and the backgrounds of the readers influence understanding. Students learn how to gather, select, and use research data. Students create their own informational texts and presentations for a variety of purposes. The unit provides an opportunity to integrate learning across the curriculum.

Strand(s) and Expectations

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

Overall Expectations: LIV.01D, LIV.02D, LIV.03B, WRV.01B, WRV.02D, WRV.03D, WRV.05D, LGV.01D, LGV.02B, MDV.01D, MDV.02D

Specific Expectations: LI1.01D, LI1.03D, LI1.04D, LI1.05D, LI1.06D, LI1.07B, LI1.08D, LI2.03D, LI3.01D, LI3.03D; WR1.01D, WR1.02D, WR1.03D, WR1.04D, WR2.01D, WR3.03D, WR3.04D, WR3.05D, WR3.06D, WR4.01D, WR4.03D, WR4.04B, WR4.05D, WR5.01D, WR5.04B, WR5.05D; LG1.02B, LG1.04B, LG1.05D, LG1.06B, LG1.07B, LG2.01D, LG2.02D, LG2.03D, LG2.04D, LG2.05D, LG2.06D, LG2.07D; MD1.01B, MD1.02D, MD1.03D, MD1.04D, MD2.02D, MD2.03D.

Unit 5: Finding Our Voices

Time: 25 hours

Unit Description

Finding Our Voices is a culminating activity to practise the skills of narration, poetry, drama, media, and research. Students move beyond their immediate personal experiences to explore literature and media that reveal the stories, ideas, and opinions of other time periods or cultures. This unit could focus on the literature of a particular region or country, for example, the Maritimes, Caribbean, or Australia. It could explore a specific theme or motif, such as the role of the hero, or the outsider; or Aboriginal rights, or the First Nations people and their relationship with the land; or speaking out against injustice. Alternatively, this unit could be designed to develop an understanding of a genre: science fiction, mythology, or adventure. This particular course profile focusses on the theme of isolation, alienation, harassment, bullying, and social injustice. Students develop and record their thoughts, ideas, and feelings about significant issues in a variety of personal responses, as well as in exposition and creative works. By the end of the unit, students better understand themselves in a diverse society through cross-curricular and cross-cultural learning. They have reviewed the skills and knowledge from Units 1-4 and completed assignments which are added to their Writing Folder. The best pieces from the Writing Folder are chosen, edited, polished, and published in their Portfolio, the culminating assessment for the course.

Strand(s) and Expectations

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

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

Specific Expectations: LI1.01D, LI1.02D, LI1.03B, LI1.04D, LI1.05D, LI1.06D, LI1.07D, LI1.08D, LI2.03D, LI3.01D, LI3.02D, LI3.03D; WR1.02D, WR1.03D, WR1.04D, WR2.01D, WR3.02D, WR3.03D, WR3.04D, WR3.05D, WR3.06D, WR4.01D, WR4.02B, WR4.03B, WR4.04B, WR5.01D, WR5.02B, WR5.03D, WR5.04B, WR5.05D, WR5.06D, WR5.07B, WR5.08B, WR5.09B, WR5.10B, WR5.11B, WR5.12B, WR5.13B, WR5.14B, WR5.15B, WR5.16B; LG1.03B, LG1.04B, LG1.05D, LG1.06B, LG1.07B, LG2.01D, LG2.03D, LG2.04D, LG2.05D, LG2.06D, LG2.07D; MD1.01B, MD1.02D, MD1.03D, MD1.04D, MD2.01D, MD2.02D, MD2.03D.

Course Notes

The English Grade 9 Academic course provides the foundation for the English Grade 10 Academic course, and for the courses leading to university and college. The goal of all aspects of the program is to support students in the development of proficiency in language. The English Grade 9 Academic course emphasizes abstract activities. It focusses on reading short literary and informational texts, and on the creation of supported opinion pieces and short essays. These emphases are reflected in the time allocated for each unit, the selection of texts, and the types of activities within each unit. The difference between academic programs and applied programs is one of emphasis. The choice of texts should reflect the students' diverse interests, abilities, and backgrounds. All students, regardless of their postsecondary plans need to read a balance of exemplary literary and informational works that nourish the imagination, promote intellectual growth, contribute to the sense of aesthetic appreciation, and provide a broad range of language models for their own writing. Literary works drawn from many genres, historical, and cultures reflect the diversity of Canada and the world.

Students need to become skilled in the use of information technology in order to gain access to a wide variety of information and to be able to benefit from a range of available software programs. Word processing, desktop publishing, Internet research, and the production of media products are activities that enhance the students' learning experiences and are critical skills for success in the 21st century. The English teacher collaborates and co-plans with teacher-librarians, technology teachers, and business teachers in the design and delivery of this curriculum.

The prior knowledge required for this course can be found in *The Ontario Curriculum Grades 1-8: Language*. Teachers of Grade 9 are familiar with the expectations articulated in this document. Dialogue between Grade 9 teachers and Grade 8 teachers enhances this understanding. Such dialogue also eliminates the duplication of texts. Teachers build on students' skills and experiences. It is appropriate to pre-test Grade 9 students in order to assess prior learning and to identify those students who need remediation, consolidation, and enrichment. Wherever possible, teachers connect the activities in the English classroom to other subject areas. The knowledge and skills taught in the English classroom are transferable to all Grade 9 courses of study, particularly in the area of Communication as articulated in the achievement chart in all subject areas. Schools incorporate into their plans a comprehensive strategy for supporting the development of language skills across the curriculum.

Similarly, activities in the English classroom are connected to the local community and the world at large. Emphasis is placed on the knowledge and skills necessary for success in college and university. Opportunities are provided for members of the local community, colleges, and universities to come into the English classroom, and for students to get out into the community.

Integration into the regular classroom is the first consideration in the placement of exceptional pupils. A range of accommodations is provided in each unit for each activity to assist the teacher in meeting the diverse needs of learners. Similarly, adjustments must be made that acknowledge the diversity of cultural understandings, and accommodations may be necessary for the success of students for whom English is a second language.

Teachers must ensure that all classroom activities and out-of-school experiences are safe for all students. A classroom environment that reinforces respect and responsibility is one where students participate more freely. While the Internet opens up tremendous possibilities for the student, care must be taken to ensure that the use of this resource is appropriate. Computer-use policies and programs that screen out inappropriate materials reduce the risk that students will be exposed to inappropriate materials. Care must be taken to ensure that the texts that students are exposed to are appropriate for them. Clear expectations need to be established to identify what language is appropriate in an English classroom. The drama unit involves movement, and the English teacher must ensure all physical activities are structured and supervised to minimize risk.

This course profile demonstrates one way in which the expectations from the English Grade 9 Academic policy document can be organized into units. The writers have created five units that integrate the four major strands (Literature Studies and Reading, Writing, Language, and Media Studies) and the twelve overall expectations of the course so that learners engage in learning experiences that foster and consolidate growth in an integrated way.

Teaching/Learning Strategies

Because students learn in a variety of ways, teachers must accommodate various learning styles in their teaching. Students must be given opportunities for brainstorming, experimenting, discussing, debating, interviewing, researching, role playing, designing, and constructing. Useful strategies also include: case studies, concept-mapping, simulations, learning contracts and co-operative learning. In the English classroom, the use of Response Journals helps students to identify and develop their ideas for writing, discussion, performances, and media products. Students work independently on many assigned tasks and also have frequent opportunities to work with partners and in groups.

Teachers must develop and utilize a full repertoire of teaching skills: planning, organizing, presenting, demonstrating, instructing, questioning, explaining, modelling, problem solving, assessing, and evaluating. Teachers must also find ways for students to make authentic learning connections with the classroom, the school, the local community, and the world at large. Teachers and students need to respect the cultural diversity of our Ontario classrooms.

The expectations for all strands of English (Literature Studies and Reading, Writing, Language, and Media Studies) are embedded in each of the units of study. All the units begin with the exploration of texts. Students read and analyse a variety of informational and literary texts throughout this course. Students develop a knowledge of the form and stylistic elements of texts, and use this knowledge to come to an understanding and an appreciation of those texts. Similarly, writing activities are contained in each unit. In the first unit, students create and publish an original short narrative. In the second unit, students create poems, songs, advertisements, or pieces of expressive prose, which may be placed in an Anthology. In the third unit, students will write dialogues, scripts, and monologues. In the fourth unit, students produce a variety of informational texts including reports, brochures, proposals, editorials, essays, and web sites. In the fifth unit, students have an opportunity to create a variety of written products to demonstrate their learning.

The expectations for language growth are addressed in each unit. Personal word lists and dictionary skills could be integrated into a number of the activities. For example, the study of a short story in the narrative unit includes an exercise in predicting the meaning of words in context and in using the dictionary to test and confirm meanings. The development of expressive language is to be encouraged through the exploration of figurative language. Students demonstrate this understanding through the use of such forms as Response Journals and class discussion. Teachers encourage students to be clear and precise in their use of language. Media studies are featured in each unit. Throughout this profile, the writers have used the term *texts* to include media works; therefore, the term *reading* encompasses students' interactions with media texts. In the narrative unit, texts include short feature films, cartoons, and animated short films. Students need to learn the skills to *read* these media texts accurately and critically in the same way that they study more traditional narrative texts, such as short stories and narrative poems. Media texts should be included in all units as core material for study.

Time management and organization are important skills for the teacher and students to use to complete this very challenging course. Students need to choose a group novel early in the term and keep a Learning Log and Response Journal notes. They need to have a Writing Folder in which they keep all of their ideas, stimuli, drafts, and finished work. They keep a Table of Contents which notes the date, type of assignment, level of achievement, teacher comments, and personal reflections, and which proves useful in Unit 5 when they reflect on their growth and write the foreword to their Personal Portfolio of best work. Students keep a Response Journal with answers to related questions posed regularly by the teacher and their ideas and questions on texts they are studying, including their group novel which is read extramurally. They build a Poetry Anthology in Unit 2. And in Unit 5 they research an author, who may be one they have met in earlier activities.

Assessment/Evaluation

In order to measure students' achievement against the course expectations, teachers must develop and utilize a full repertoire of assessment methods: paper and pencil, performance, and personal communication. Paper and pencil methods include such strategies as classroom tests, quizzes, examinations, and standardized tests. Performance methods include products, projects, portfolios, essays, presentations, exhibitions, recitals, skills demonstration, role playing, and work samples. Personal communication methods include instructional questions and answers, interviews, conferences, journals/learning logs, and classroom discussion. Assessment and evaluation tools include checklists, marking schemes, rubrics, portfolios, and anecdotal comments. Where appropriate, teachers and students should co-design assessment tools (e.g., rubrics), to clarify expectations and enhance student learning.

Assessment must be on-going, and students must be given feedback and opportunities to improve. The purpose of evaluation and reporting is to communicate to students and parents and to provide guidance for student growth. Teachers use both self- and peer-evaluation to enhance learning. Every expectation in the course is accounted for in this final phase of the course profile and has been evaluated in a summative manner.

The Ministry policy on assessment and evaluation requires that 70% of the final mark be based on term work and 30% on a final evaluation, which may take a variety of forms. The student's final percentage grade is based on achievement only. Learning skills, punctuality, and attendance are recorded on the Provincial Report Card. The Learning Skills include: independent study, teamwork, organization, work habits, homework, and initiative. The weighting of the four strands (Literature Studies and Reading, Writing, Language, and Media) and the determination of assessment and evaluation strategies and mark calculation will need discussion. The basis for determining the weighting must reflect a clear understanding of the expectations in each strand, the levels described in the Achievement Chart, and the concept of balance. This will be a local implementation decision.

The writers of this course profile suggest that the final evaluation (worth 30% of the course mark), which is administered in Unit 5 near the end of the course, includes group and oral work for the group novel for 10%, the polished work in the published Portfolio for 10%, and a sight final test worth 10%.

Resources

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Web Sites

Creating Rubrics

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Ontario Ministry of Education and Training. *Provincial Standards Language, Grades 1-9*. Toronto: Queen's Printer, 1995.

Ontario Ministry of Education and Training. *Stepping Up! Ontario's New Standards for High Schools*. Toronto: Queen's Printer, 1999.

Course Evaluation

At the end of the course, students must be given a formal opportunity to assess and evaluate the effectiveness of the course in meeting their needs as learners.

ANYWHERE HIGH SCHOOL

**COURSE INFORMATION SHEET 1D
1999-2000**

Teacher:

Course Description:

Texts Issued: Anthology
Language Text
Group Novel
Dramatic Text(s)

Units of Study: The Narrative
Poetry
Drama
Informational Texts
Novel
Culminating Assessment

Assessment and Evaluation:

Term (70%)

Academic

Literature	20%	Knowledge/Skills	20%
Writing	20%	Thinking/Inquiry	20%
Language	15%	Communications	15%
Media	15%	Application	15%

Final Evaluation (30%):	Group Novel Study Oral/Group	10%
	Personal Portfolio	10%
	Sight Test	10%

Required Materials:

Students are expected to supply and maintain a Writing Folder, a Response Journal, and a Reading Log. They produce a Poetry Anthology and a Personal Published Portfolio of their best work. Students choose a novel to study with a group, reading the novel independently, and keeping a Response Journal during the term, in order to participate in a group written and oral project at the end of the term. Students keep a notebook and have a computer disk to save their word processing work. They also have an acetate and an overhead marker for presentations.

Coded Expectations: English, Academic Grade 9

Literature Studies and Reading

Overall Expectations

LIV.01D

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;

LIV.02D

- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;

LIV.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

LI1.01D

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopaedias;

LI1.02D

-select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;

LI1.03B

- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;

LI1.04D

- locate explicit information and ideas in texts, to use in developing opinions and interpretations;

LI1.05D

- analyse information, ideas, and elements in texts to make inferences about meaning;

LI1.06D

- use specific evidence from a text to support opinions and judgements;

LI1.07D

- explain how readers' different backgrounds might influence the way they understand and interpret a text;

LI1.08D

- explain how the background of the author might influence the information and ideas in a text.

Understanding the Forms of Texts

LI2.01D

- use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;

LI2.02D

- use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of 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.

Understanding the Elements of Style**LI3.01D**

- explain how authors use diction and phrasing to achieve particular effects in their writing;

LI3.02D

- explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing;

LI3.03D

- explain how authors and editors use design elements to help communicate ideas.

Writing**Overall Expectations****WRV.01D**

- use a variety of print and electronic sources to gather information and explore ideas for their written work;

WRV.02D

- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;

WRV.03D

- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;

WRV.04D

- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;

WRV.05D

- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate.

Specific Expectations**Generating Ideas and Gathering Information****WR1.01D**

- investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data;

WR1.02D

- locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic news groups, e-mail messages, and electronic databases;

WR1.03D

- group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;

WR1.04D

- use the information and ideas generated by research to develop the content of written work.

Choosing the Form to Suit the Purpose and Audience**WR2.01D**

- demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;

WR2.02D

- select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work.

Organizing Ideas and Information in Written Work**WR3.01D**

- use a unifying image, mood, or voice to structure descriptive paragraphs or poems;

WR3.02D

- use changes in time, place, speaker, or point of view to structure narrative paragraphs;

WR3.03D

- use a single controlling idea and connecting words to structure a series of paragraphs;

WR3.04D

- use key words from questions or prompts to organize ideas, information, and evidence in homework answers;

WR3.05D

- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;

WR3.06D

- provide an introduction, body, and conclusion in written reports and short essays.

Revising Drafts**WR4.01D**

- revise drafts to ensure that ideas are adequately developed with relevant 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;

WR4.03D

- make constructive suggestions to peers;

WR4.04B

- consider reactions from teachers, peers, and others in revising and editing written work.

Editing, Proofreading, and Publishing**WR5.01D**

- identify sources of ideas, information, and quotations in writing and independent research projects;

WR5.02B

- select the publication method or vehicle most accessible or appealing to the intended audience;

WR5.03D

- assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth;

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**WR5.05D**

- use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;

WR5.06D

- construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial 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, analyse, 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.01D

- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;

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;

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;

LG1.05D

- 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, and interjections;
- simple, compound, and complex sentences;
- components of sentences: subject, predicate, object, subject complement, prepositional and participial phrases, main and subordinate clauses;
- agreement between subject and verb, and between pronoun and antecedent;
- consistency of verb tense 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: of proper nouns and in direct quotations, scripts, dialogue, and poetry;
- punctuation: period, question mark, exclamation mark; comma, dash, apostrophe, quotation marks, parentheses, ellipses.

Developing Listening and Speaking Skills

LG2.01D

- communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;

LG2.02D

- communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;

LG2.03D

- plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;

LG2.04D

- use specific examples, facial expressions, gestures, intonation, humour, visual aids, and technology, as appropriate, to engage the audience's interest during oral presentations;

LG2.05D

- practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations;

LG2.06D

- explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school;

LG2.07D

- analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance.

Media Studies

Overall Expectations

MDV.01D

- use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works;

MDV.02D

- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

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;

MD1.02D

- identify how elements of media forms are used in a variety of media works and explain the effects of different treatments;

MD1.03D

- compare and explain their own and their peers' reactions to a variety of media works;

MD1.04D

- identify factors that influence media production and distribution and explain the effect of these factors on specific media works.

Creating Media Works**MD2.01D**

- adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation;

MD2.02D

- create media works for different purposes and explain how each has been designed to achieve its particular purpose;

MD2.03D

- create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.