
Locally Developed Compulsory Credit Courses
Grades 9 and 10

English

Acknowledgment

Locally Developed Compulsory Credit (LDCC) Courses

These Locally Developed Compulsory Credit courses were developed by the LDCC Project coordinated by the Council of Ontario Directors of Education (CODE) in liaison with the Institute for Catholic Education (ICE), through a Consortium led by the Peel District School Board.

LDCC courses are intended to meet educational and career preparation needs of students that cannot be met by the courses authorized by the provincial curriculum policy documents. Funding for the development of these courses was provided by the Ministry of Education.

Boards who wish to offer these LDCC courses must follow the approval process for locally developed credit courses and submit the necessary approval form to their respective Ministry of Education District Office. These courses have been reviewed by the Ministry of Education for use by school boards and therefore, the processing of the school board approval will be expedited.

For further information on the development of Locally Developed Courses see: *Guide to Locally Developed Courses, Grades 9-12, Development and Approval Procedures*, 2004.

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Introduction

Purpose and Goals of Locally Developed Compulsory Credit (LDCC) English Courses

The Locally Developed Compulsory Credit courses in English focus on the knowledge and skills that students need to be well prepared for success in the Grade 11 English Workplace Preparation course. To request approval to offer these courses, school boards should contact their respective Ministry of Education District Office to obtain the necessary form. These courses have already been reviewed by the ministry and, therefore, the processing of the school board approval will be expedited.

Students with widely ranging levels of competency may require these English courses; some of these students may be up to four years behind grade level with significant gaps in knowledge, conceptual understandings, and skills. As well, LDCC English courses support students in developing and enhancing strategies that they need to be competent readers and writers so that they will be able to understand English text and write for various purposes.

Opportunities to develop, enhance, and practise literacy, and mathematical processes, concepts, skills, and strategies are critical in strengthening students' learning in all subject areas and preparing them for later success. Learning expectations in LDCC English courses interconnect skills in subject-area learning, literacy, and mathematical literacy. In this way, students taking LDCC English courses are given opportunities to improve their subject-area knowledge and skills and to practise using them in order to strengthen their literacy and mathematical literacy skills.

LDCC English learning expectations challenge students to examine their conceptual understandings, develop and enhance their critical-thinking skills, and engage in meaningful dialogue.

For students who successfully complete LDCC English courses, opportunities for lateral moves to other types of courses can be provided, as appropriate.

Rationale

The LDCC English courses empower students to make meaningful connections between what they know and what they need to know. The courses support students in becoming confident speakers, readers, writers, viewers, and thinkers. Students acquire language and literacy skills that they need in classroom, social, and workplace settings.

The English LDCC courses emphasize the importance of student talk. Students learn how to engage in appropriate social conversation and purposeful talk in order to develop their reading, writing, viewing, and thinking skills. Talking allows them to access prior knowledge, to develop a purpose for reading, and to make connections with their reading. As well, students need opportunities to talk as they work through the stages of the writing process to develop, clarify, express, and refine ideas. Learning-focused classroom talk about communication skills and the skills of reading, viewing, and writing promotes student awareness and achievement, and helps develop students' confidence as learners.

Course content, which consists of relevant, engaging, authentic texts, is designed to prepare students for interacting with the types of material they will eventually encounter in the workplace. Therefore, the emphasis is on documents used in the workplace and in everyday life, including magazine articles, pamphlets, short fiction, cross-curricular text material, graphs, tables, manuals, brochures, etc.

Students learn and apply *before-, during-, and after-reading strategies* to help them interact with and comprehend text and adopt these strategies independently and naturally. Students develop their writing, revising, and editing skills while producing a variety of short works.

Curriculum Expectations

The expectations identified for these LDCC English courses describe the knowledge and skills that students are expected to develop and demonstrate in the various activities through which their achievement is assessed and evaluated.

For each course, two sets of expectations are listed for each *strand*, or broad curriculum area. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of the course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization of expectations in strands and sub-groupings is not meant to imply that the expectations in any one strand or groupings are achieved independently of the expectations in the other strands or groupings.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

Each LDCC English course is divided into three strands.

Grade 9 LDCC English	Grade 10 LDCC English
<ul style="list-style-type: none">• Developing Listening and Talking Skills• Developing Reading and Viewing Skills• Developing Writing Skills	<ul style="list-style-type: none">• Extending Listening and Talking Skills• Extending Reading and Viewing Skills• Extending Writing Skills

Teaching Approaches

As in other courses, teachers will use their professional judgement to decide which instructional methods will be most effective in promoting the learning of core knowledge and skills described in the learning expectations.

The LDCC English courses should introduce a rich variety of activities that provide students with opportunities to close the gaps in their knowledge and application of language processes and skills. Students who are explicitly taught and become adept at using a repertoire of reading, writing, and oral communication skills are able to apply those skills in other contexts. Students who are provided with opportunities to develop and refine their communication skills are able to read for meaning, write with clarity and purpose, and participate productively in classroom discussions.

Building Literacy Skills

In the Preface to *Think Literacy: Cross-Curricular Approaches: Grades 7-12*, it is stated that literacy skills are at the heart of learning. Successful students are able to read for meaning, to write with clarity and purpose, and to participate productively in classroom discussions. But many students may be struggling with these skills, and that makes it more difficult for teachers to get to the content in the various subject areas. Research and classroom experience show that the most effective way to help struggling learners is to incorporate proven instructional strategies in every classroom. Students who are explicitly taught a repertoire of reading, writing, and oral communication skills, and become adept at using them, are then able to apply those skills in other contexts.

The solution offered is teamwork – a whole-school, cross-curricular approach to literacy learning. When teachers of all subjects use the same proven strategies to help their students read and write in the language of their subject discipline, they build on their students’ prior knowledge and equip them to make connections that are essential for continued learning. This teaching doesn’t require “time out” from content-area instruction. It happens side-by-side with content acquisition.* When math teachers demonstrate how to help students solve complex math problems, these skills also prepare them to read any subject text more effectively. When science teachers use a *web* or *concept map* to hypothesize about an ecosystem, they reinforce literacy strategies for students.

For students in LDCC courses, the more reinforcement they receive the better – students learn that reading, writing, and oral communication strategies work in all classrooms and that there is some common terminology as well as subject-specific vocabulary.

* *Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario*, 2003.

Building on Oral Language Skills

Oral skills – both talking and listening – are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding. Oral communication strategies can help teachers to obtain more precise information about what students know and can do. This can also help teachers to provide better feedback and guidance to support student learning.

An important way to build reading, viewing, and writing skills is to recognize and build on the strengths in oral language, in English or a first language, that many students bring to the course. When students discuss their prior knowledge of a topic or type of text before they read or view it, they build a foundation for understanding that gives them the confidence to interact with a variety of text forms. Similarly, the quality of students’ writing improves and they become more competent as writers when they talk about their ideas at all stages of the writing process (e.g., discuss writing topics before they write, read and share their works in progress, offer suggestions to other writers for revision and editing).

Oral language experiences in large and small groups also provide opportunities for students to clarify their thinking about what they have read and viewed, and to share these understandings with others – to make visible the often invisible reading strategies they use to understand text. In addition, opportunities to use oral language help students to expand their vocabularies, thereby improving their fluency in reading and their ability to express themselves clearly and effectively in writing.

Developing Reading and Viewing Skills

As students progress through school, they are asked to read and view increasingly complex information and graphical texts. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of reading and viewing strategies to draw upon and know how to use them in different contexts.

As they enter the course, students might not see themselves as readers and viewers, since many feel daunted by the complexities of the print and non-print text they encounter in school. In reality, most students do read some types of text regularly in their daily lives – for example, websites and emails.

Teachers should use such familiar types of text as a starting point to introduce students to strategies and skills they can use to understand a greater variety of informational, narrative, and graphic texts and relate them to their own knowledge and experiences.

Students' ability to read is greatly enhanced when they recognize a text as having authentic relevance to their interests and aspirations, in terms of the issues it raises and the information it contains. Teachers should, therefore, include a balanced selection of text forms (informational, narrative, and graphic, in both print and electronic media) at different levels of challenge, and should include texts on a range of topics that concern and interest students (e.g., on personal, social, health and safety, and career and workplace issues).

Developing Writing Skills

Students are sometimes confused by differences in writing requirements from subject to subject. Although different subjects require different types of writing assignments, all writing can follow the same process. By adopting a consistent writing process across all subject areas, teachers ease some of the stress associated with writing and help students build confidence and skill as writers.

Students see themselves as writers when they have choices about the topics and purposes for writing, when they go through the process of generating and organizing ideas and information and conferring with others about ideas and style, and when they become accustomed to consulting resources such as grammar guides and dictionaries to help them revise, edit, and polish their writing.

Teachers should use the relative flexibility the LDCC English courses offer to provide regular and frequent opportunities for students to engage in guided and independent writing as appropriate.

Integrating Reading, Viewing, and Writing Skills

Reading, viewing, and writing skills are complementary and mutually reinforcing. For this reason, some of the expectations require students to demonstrate their learning through activities that involve reading, viewing, and writing.

Teachers need to support and enhance these connections by introducing a rich variety of classroom activities that integrate reading, viewing, and writing and that provide opportunities for students to develop and practise these skills in conjunction with one another.

Building Mathematical Literacy Skills

Mathematics is a fundamental human endeavour that empowers individuals to describe, analyse, and understand the world we live in.* Mathematical literacy involves more than executing procedures. It implies a knowledge base and the competence and confidence to apply this knowledge in the practical world. A mathematically literate person can estimate; interpret data; solve day-to-day problems; reason in numerical, graphical, and geometric situations; and communicate using mathematics. Opportunities to practise these skills occur naturally in all subjects, e.g., graphic texts, charts, data.

Mathematical literacy is as important as proficiency in reading and writing. Mathematics is so entwined with today's way of life that we cannot fully comprehend the information that surrounds us without a basic understanding of mathematical ideas. Confidence and competence in mathematics lead to productive participation in today's complex information society and open the door to opportunity. Teachers of English and other disciplines can create opportunities to help students appreciate the part that mathematics plays in their lives. Teachers should support mathematical literacy by conveying the belief that all students can and should do mathematics.

* *Leading Math Success – Mathematical Literacy Grades 7–12: The Report of the Expert Panel on Student Success in Ontario*

Building Essential Skills

Essential Skills are generic skills used in the workplace, in everyday life, and for lifelong learning. The Ontario Skills Passport provides clear descriptions of skills used in virtually all occupations, as well as a list of important work habits.

Teachers can help students to develop these Essential Skills – reading, writing, use of documents, use of computers, money math, data analysis, problem solving, finding information, job task planning, measurement and calculation, numerical estimation, oral communication, decision making, scheduling and budgeting, and accounting.

The ministry has developed two new courses under the Guidance and Career Education curriculum – *Discovering the Workplace*, Grade 10, Open, and *Navigating the Workplace*, Grade 12, Open. These courses will provide students with the opportunity to learn about and demonstrate workplace Essential Skills and work habits.

Building Confidence

Students taking these courses may be doubtful that they can acquire the English skills they need to function effectively at school, at work, and in other everyday contexts. In seeking to meet the needs of these students, teachers should create a positive classroom environment and community of learners that give students the confidence to take risks as they learn and that continually encourage them to persist and improve. Students should engage in active inquiry to develop and/or enhance metacognitive skills that facilitate independence in learning.

To help students build confidence and to promote learning, teachers should use the approach of grouping students for purposes of instruction and support. Groupings should be flexible and should change as students' skills improve. Students may be grouped in a variety of ways, including:

- by instructional need (e.g., group students who need to practise a specific skill);
- by ability to read at a comparable level of challenge (e.g., select materials on the same topic but at different levels of difficulty, and group students to read the materials that are appropriate to their skills);
- by shared interest in particular topics or issues (e.g., group students to generate ideas as a team before they write on a topic of shared interest);
- for purposes of effective collaboration (e.g., group students who can provide support for one another as they learn).

Assessment and Evaluation of Student Achievement

Basic Considerations

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices. Students need multiple opportunities and a variety of ways to demonstrate their understanding for assessment and evaluation purposes.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be a percentage grade.

Assessment and evaluation is based on the learning expectations in the LDCC course and the achievement levels. See <http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart for English;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction (English or French);
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the year.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. A student's achievement of the overall expectations, as represented by his or her achievement of related specific expectations, must be evaluated. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

The characteristics given in the Achievement Chart for level 3, which is the “provincial standard” for the grade, identify a high level of achievement of the overall expectations. Students achieving at level 3 in a particular grade can be confident that they will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade. It indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than a student achieving at level 3.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given grade are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

See <http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>.

The Achievement Chart for English

The Achievement Chart for English identifies four categories of knowledge and skills in English. The Achievement Chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. See <http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>.

The Achievement Chart is designed to:

- provide a framework that encompasses all curriculum expectations for the subject represented in this document;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate student learning.

The Achievement Charts for all disciplines, Grades 1–12, have been reviewed as part of the Sustaining Quality Curriculum (SQC) process and have been revised to improve consistency across grades and disciplines. Draft Achievement Charts for all disciplines are currently posted on the ministry website.

The draft Achievement Charts were used in the development of the English Locally Developed Compulsory Credit courses. Teachers may access the draft Achievement Charts on the ministry website. See <http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>.

Some Considerations for Program Planning in LDCC English Courses

Teachers who are planning a program for LDCC English must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*. Information that pertains to the development of essential literacy skills is provided in *Think Literacy Success, Grades 7–12: The Report of the Expert Panel on Students at Risk in Ontario, 2003*. Information that pertains to the development of essential mathematical literacy skills is provided in *Leading Math Success – Mathematical Literacy, Grades 7–12: The Report of the Expert Panel on Student Success in Ontario, 2004*. All of these resources can be found on the ministry website at www.edu.gov.on.ca. Considerations relating to program planning in LDCC English are noted here.

Education for Exceptional Students

In planning locally developed compulsory credit courses for exceptional students, teachers should begin by examining both the curriculum expectations for the course and the needs of the individual student to determine which of the following options is appropriate for the student:

- no accommodations* or modifications; or
- accommodations only; or
- modified learning expectations, with the possibility of accommodations.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). For a detailed discussion of the ministry's requirement for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*). More detailed information about planning courses for exceptional students can be found in Part E of *Special Education: A Guide for Educators, 2001*. Both documents are available at www.edu.gov.on.ca.

* “Accommodations” refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment.

Students Requiring Accommodations Only

With the aid of accommodations alone, some exceptional students are able to participate in the regular course curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards, 2000*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, courses.

There are three types of accommodations. *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting. *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 14 of *IEP Standards, 2000*, for more examples).

If a student requires “accommodations only” in the locally developed compulsory credit course, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document.

Students Requiring Modified Expectations

Some exceptional students will require modified expectations, which differ from the regular LDCC course expectations. For most secondary school courses, modified expectations will be based on the regular curriculum expectations for the course but will reflect changes to the number and/or complexity of the expectations.

Modified expectations must indicate the knowledge and/or skills the student is expected to demonstrate and have assessed in each reporting period (*IEP Standards*, 2000, pages 10 and 11). For secondary school courses, it is important to monitor, and to reflect clearly in the IEP, the *extent* to which expectations have been modified. As noted in Section 7.12 of the ministry's policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements*, 1999, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents/guardians and the student.

When a student is expected to achieve most of the curriculum expectations for the course, the IEP should identify which expectations will not be assessed and evaluated. When modifications are so extensive that achievement of the learning expectations is not likely to result in a credit, the expectations should specify the precise requirements or tasks on which the student's performance will be evaluated and which will be used to generate the course mark recorded on the Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards*, 2000, page 11).

If a student requires modified expectations for the locally developed compulsory credit course, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grade 9–12* must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as about next steps for the student learning in the course.

The Role of Technology in the Curriculum

Using information technology will assist students in the achievement of many of the expectations in the LDCC English courses. Information technology helps students in their written work and in the analysis of informational and literary texts. Students should use word processing to draft, organize, revise, edit, and format written work. In their research, students should use multimedia resources to find, process, and reorganize information and ideas. Presentation software and audio-visual technologies will enhance the effectiveness of oral and visual presentations.

English as a Second Language and English Literacy Development (ESL/ELD)

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have the experience of highly sophisticated educational systems while others may have had limited formal schooling. All of these students bring a rich array of background knowledge and experience to the classroom, and all teachers must share in the responsibility for their English-language development.

Teachers of English must incorporate appropriate strategies for instruction and assessment to support the success of the ESL and ELD students in their classrooms. Teachers can:

- make modifications to expectations (e.g., modification of some or all of the course expectations based on the student's level of English proficiency);
- use a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding, previewing textbooks, pre-teaching key vocabulary, peer tutoring, strategic use of students' first languages);
- provide a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and culturally diverse materials);
- make accommodations for assessment (e.g., granting extra time, use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Students who are no longer taking ESL or ELD courses may still require program adaptations to be successful. When learning expectations in a course other than ESL and ELD are modified, or accommodations to the learning environment are made, this must be clearly indicated on the student's report card by checking the ESL or ELD box. (See *Guide to the Provincial Report Card, Grades 9–12*, 1999.)

For further information on supporting ESL and ELD students, refer to *The Ontario Curriculum, Grades 9 to 12, English As a Second Language and English Literacy Development*, 1999.

Career Education

Expectations in the LDCC English courses include opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. Literacy skills, mathematical literacy skills, and interpersonal skills are essential skills for the workplace and will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks. Small-group work and oral presentations help students to express themselves confidently and to work cooperatively with others.

Cooperative Education and Other Workplace Experiences

Experiential, community-based activities, such as job shadowing, work experience, and cooperative education help students develop learning and interpersonal skills as well as identify their educational and career interests. Students develop the knowledge and skills that are necessary for success in today's workplace. Through these activities, students have the opportunity to practise, in an authentic environment, workplace skills such as literacy and numeracy, and interpersonal and personal management skills. The Ontario Curriculum, Guidance and Career Education, Grade 10 course, *Discovering the Workplace*, will help students identify early in their secondary school career the Essential Skills and work habits that are required for success in the workplace, and will prepare them for work experiences in the community.

Antidiscrimination Education

The LDCC curriculum is designed to help students acquire the “habits of mind” essential in a complex democratic society characterized by rapid technological, economic, political, and social change. Students are expected to demonstrate a willingness to show respect, tolerance, and understanding towards individuals, groups, and cultures in the global community, as well as respect and responsibility for the environment. These attitudes, including understanding the importance of protecting the rights of others and taking a stand against racism and other expressions of hatred and discrimination, are modelled in the classroom and prepare students for their future roles at home, at work, and in the community.

The learning activities and materials used to teach the curriculum should be inclusive in nature, and should reflect various points of view and experiences, including the Aboriginal perspectives. This will enable all students to become more sensitive to the experiences and perceptions of others. Curriculum activities should also strengthen students’ abilities to recognize bias and stereotypes in contemporary as well as in historical portrayals, viewpoints, representations, and images.

Course Description

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course.

The course is organized into strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: None

Developing Listening and Talking Skills

Overall Expectations

By the end of this course, students will:

DLTV.01 • use listening skills to participate in formal and informal classroom discussions;

DLTV.02 • use talk to develop thinking skills in small and large group interactions;

DLTV.03 • contribute ideas and converse while participating in classroom activities;

DLTV.04 • identify their strengths as oral communicators and reflect on next steps in further developing listening and talking skills.

Specific Expectations

Developing Listening Skills

By the end of this course, students will:

DLT1.01 – identify the characteristics of active listening (e.g., body language and facial expressions, ask-and-answer questions, acknowledge and respond to others' opinions and ideas);

DLT1.02 – use the characteristics of active listening while participating in a variety of classroom interactions (e.g., student-teacher conferences, think/pair/share, small- and large-group discussion, and responding to a variety of media);

DLT1.03 – listen for specific purposes (e.g., to follow oral instructions, to receive information, to detect bias, to appreciate a work).

Developing Thinking Skills through Talk

By the end of this course, students will:

DLT2.01 – use talk to generate ideas (e.g., for questions, for solving problems, for interviewing other students);

DLT2.02 – use talk to focus understanding of an idea or concept using teacher-provided prompts (e.g., “Give me some details about...,” “What do you mean by...,” “Tell me more about...,” “Are you saying...,” “I’m confused about...,” “What data justifies...”);

DLT2.03 – use talk to solve problems, draw conclusions, confirm predictions, make judgments about a specific topic or idea (e.g., respond to a stop-and-go viewing of a film; discuss the implications of a current news or sports event; state the steps followed in an investigation or experiment; use statistics data to describe a trend; respond fully to teacher-posed questions).

Developing Conversation Skills

By the end of this course, students will:

DLT3.01 – engage in daily conversations (e.g., answer questions, generate ideas, relay a telephone message);

DLT3.02 – communicate orally, using appropriate vocabulary (e.g., to exchange information, support opinions, solve problems, make decisions, explain procedures, give specific examples, describe an event).

Connecting Learning with Listening and Speaking Skills

By the end of this course, students will:

DLT4.01 – identify examples of oral communication skills used in school, in everyday life, and in the workplace (e.g., communication skills associated with a specific job);

DLT4.02 – explain how improving their speaking and listening skills can help them to succeed in school, at work, and in their personal lives;

DLT4.03 – identify strengths, areas for improvement, and next steps in refining their oral communication skills.

Developing Reading and Viewing Skills

Overall Expectations

By the end of this course, students will:

- DRVV.01** • develop reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life;
- DRVV.02** • read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected;
- DRVV.03** • identify their strengths as independent readers and viewers and reflect on next steps in further developing their reading and viewing skills.

Specific Expectations

Developing Reading and Viewing Skills

By the end of this course, students will:

Before Reading or Viewing

- DRV1.01** – review and build on prior knowledge by using appropriate strategies (e.g., brainstorm a topic, form an opinion on a topic, compare and contrast ideas);
- DRV1.02** – preview the features and organizational patterns of print and non-print text, using appropriate strategies (e.g., use skimming and scanning techniques, identify signal or unfamiliar words);
- DRV1.03** – connect with the content by using appropriate strategies (e.g., look for bold/highlighted words; preview a visual component of a science or math text such as a graph, table, diagram, or chart and ask questions about what may follow; use a title or headline to anticipate the content).

During Reading or Viewing

- DRV1.04** – comprehend directly stated ideas by using a variety of strategies:
 - follow signal words or visual cues (e.g., find the pattern of thought in a media work; highlight key words in a math problem; look for bold/highlighted words);
 - use context clues (e.g., reread words, define words, use perspective in a media work);
 - use visual organizers and mental images (e.g., illustrate a written message, compare and discuss mental images from viewing a media work);

DRV1.05 – comprehend indirectly stated ideas by using a variety of strategies:

- use context clues (e.g., follow signal words and phrases);
- make inferences (e.g., explain character motivation, note emerging patterns in statistical information);

DRV1.06 – make connections by using a variety of strategies:

- make, confirm, and/or adjust predictions (e.g., “*I think this might happen...*,” “*This makes sense now because...*,” “*Since this happened, I predict that...*”);
- annotate text (e.g., to question, to determine the importance of an idea, to make personal comments);
- recognize how readers’ and viewers’ personal experiences affect their perspectives (e.g., identify with a character by comparing it to their personal experience).

After Reading or Viewing

DRV1.07 – clarify and consolidate understanding by using a variety of strategies:

- connect text to self, to other texts, to the world (e.g., respond to a prompt such as “*How would I have reacted in this situation?...?*,” maintain a reader’s response journal, compare and contrast two songs using a Venn diagram);
- identify main ideas and find supporting details (e.g., select key words that capture the main idea);
- summarize what has been read or viewed (e.g., retell main events of a film, use a web to recall character details);

- make inferences and draw conclusions (e.g., use the “*I read/I think/therefore...*” approach to draw a conclusion, distinguish between fact and opinion in a letter to the editor);
- build their vocabulary (e.g., contribute to word walls, use context-specific vocabulary in responding to what they read).

Reading a Variety of Texts

By the end of this course, students will:

- DRV2.01** – apply the reading process as strategic readers to a variety of student- and teacher-selected authentic texts (e.g., news reports, short fiction, electronic text, brochures, graphs, charts, recipes, manuals);
- DRV2.02** – be familiar with text forms commonly used in everyday life and in the workplace (e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers);
- DRV2.03** – select and read appropriate and challenging materials to develop their personal independent reading skills and interests.

Connecting Learning with Reading and Viewing Skills

By the end of this course, students will:

- DRV3.01** – identify and explain how they apply their reading and viewing skills in school, in everyday life, and in the workplace (e.g., read a household bill, study a driver’s manual, read a warranty card, read a course calendar, read instructions to complete tasks at home);
- DRV3.02** – monitor their comprehension, using a variety of appropriate strategies to maintain engagement and accuracy in reading and viewing (e.g., asking questions of self, interpreting important points in text, adjusting reading speed, stopping and thinking);
- DRV3.03** – identify strengths, areas for improvement, and next steps in refining their reading and viewing skills.

Developing Writing Skills

Overall Expectations

By the end of this course, students will:

- DWSV.01** • apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
- DWSV.02** • convey information and ideas clearly in a variety of short written forms;
- DWSV.03** • identify their strengths as writers and reflect on next steps in further developing their writing skills.

Specific Expectations

Developing the Writing Process

By the end of this course, students will:

- DWS1.01** – generate ideas for writing by using pre-writing strategies (e.g., mind-mapping, semantic webs, partner or small-group discussion);
- DWS1.02** – identify topic, purpose, and audience for a piece of writing (e.g., consider the five-questions model, develop a planning sheet);
- DWS1.03** – conduct teacher-guided research to gather information from print and electronic sources, using appropriate strategies (e.g., use focus questions, take notes in their own words);
- DWS1.04** – organize ideas and information for writing by using appropriate strategies (e.g., sequence ideas using a flow chart, organize ideas in a student-generated checklist, cluster and sort similar ideas and information);
- DWS1.05** – identify the main idea and key supporting details as they visualize the final product by creating an organizational plan (e.g., a storyboard, an outline);
- DWS1.06** – choose the level of language that suits the audience and purpose (e.g., conversational tone in an anecdote, vivid words in a poem or descriptive paragraph, technical language in a science report);
- DWS1.07** – create a first draft in the appropriate form that suits the purpose and audience (e.g., narrative, report, instructions, poem);
- DWS1.08** – revise their writing to clarify or connect ideas (e.g., adding, deleting, or rearranging information);
- DWS1.09** – ensure that the writing clearly communicates the intent of their message (e.g., examine paragraphs, sentences, words, and phrases; writing is from a consistent viewpoint);

DWS1.10 – use appropriate strategies to edit written work:

Grammar and Usage

- use complete and correct sentences;
- use consistent and appropriate verb tense (past, present, future);
- use verbs that agree with subjects in number;
- use pronouns that agree with their antecedents in number and gender;
- use capitalization appropriately (e.g., proper nouns, beginning of sentences, direct speech, words within titles, conventions of business and personal letters).

Spelling

- use knowledge of spelling patterns and rules, and a variety of appropriate resources to spell correctly (e.g., sound-based and visual spelling strategies, personal dictionaries, class word walls, print and electronic resources);
- spell high-frequency words accurately;
- use the apostrophe to show possession or contractions.

Punctuation

- use correct punctuation for end stops (period, question mark, exclamation mark);
- use commas to distinguish words in series;
- use quotation marks to indicate direct quotations, titles, or minor works such as poems, short stories, articles;
- use colons to indicate lists.

Conveying Information

By the end of this course, students will:

- DWS2.01** – convey information and ideas by writing in a variety of forms (e.g., description, supported opinion, narration, how-to, summary, news reports);
- DWS2.02** – convey meaning in their writing, using graphic and visual elements (e.g., an illustrated explanation of a procedure, a labelled diagram to explain a process, a cartoon to illustrate a point of view, a storyboard to depict a narrative scene).

Connecting Learning with Writing Skills

By the end of this course, students will:

- DWS3.01** – identify examples of writing skills used in school, in everyday life, and in the workplace (e.g., completing a job application, writing a note to a friend, creating instructions for using VCR remote controls);
- DWS3.02** – identify the range of writing tasks required in various aspects of school, everyday life, and the workplace (e.g., compose a to-do list, write a telephone message, write a thank you note, write a letter of application to a potential employer, write a cheque);
- DWS3.03** – identify strengths, areas for improvement, and next steps in refining their writing skills (e.g., review drafts to target areas of improvement, use a writing portfolio, maintain a writer’s journal);
- DWS3.04** – write focused, personal reflections to explain their thinking, using teacher-provided prompts (e.g., starter statements such as “*Today I accomplished...*,” “*Tomorrow I would like to...*,” “*I understand that...*,” “*I strongly believe...*”).

Course Description

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, in the English Grade 11 Workplace Preparation course, or in the English: Contemporary Aboriginal Voices, Grade 11 Workplace Preparation course.

The course is organized into strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts.

Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.

Prerequisite: A Grade 9 English credit

Extending Listening and Talking Skills

Overall Expectations

By the end of this course, students will:

- ELTV.01** • apply active listening strategies to gather information and ideas as they contribute to small-group and class discussions;
- ELTV.02** • use talk to extend critical and creative thinking skills in small- and large-group interactions;
- ELTV.03** • contribute ideas and engage in thoughtful conversation in classroom activities;
- ELTV.04** • assess their growth as oral communicators and set goals for extending their talking and listening skills.

Specific Expectations

Applying Listening Skills

By the end of this course, students will:

- ELT1.01** – gather information and ideas by selecting and using appropriate listening strategies (e.g., determine key points in an audio or videotape documentary, identify signal words or phrases in a presentation, listen attentively during small-group information sharing);
- ELT1.02** – demonstrate active listening (e.g., asking questions to clarify what was said, paraphrasing for understanding, attending to body language and facial expressions; remaining open to new ideas, encouraging and supporting others, following multi-step oral instructions);
- ELT1.03** – listen critically (e.g., to solve problems, to make decisions, to make plans, to separate fact from opinion, to detect bias, to determine cause and effect, to detect both sides of an argument).

Extending Critical and Creative Thinking Skills through Talk

By the end of this course, students will:

- ELT2.01** – use talk to generate ideas (e.g., make inferences and predictions after viewing a short media excerpt, elaborate on the implications that a news item has for them and their community);
- ELT2.02** – use talk to deepen their understanding of an idea or concept (e.g., ask questions to probe the motivation of a character, compare in a small group the employee’s responsibilities in part-time jobs, sort out the details of an accident report);
- ELT2.03** – use talk to solve problems, draw conclusions, confirm predictions, make judgments about a specific topic or idea (e.g., summarize group suggestions to select the best solution to a problem, identify and discuss visual features and common patterns in print and non-print materials, determine the turning point in a dialogue).

Extending Conversation Skills

By the end of this course students will:

- ELT3.01** – engage in daily conversations (e.g., answer an employer’s request for specific information, share opinions about a school event);
- ELT3.02** – communicate orally using context-appropriate vocabulary (e.g., exchange information, support opinions, solve problems, make decisions, explain procedures, give specific examples, describe an event, summarize details, describe a trend represented in a graph);
- ELT3.03** – adapt oral communication skills to meet the demands of less familiar contexts or new situations (e.g., in the role of a police officer, persuade a group of teenagers to drive responsibly; ask questions of a classroom presenter or a guest; express an opinion on a product).

Connecting Learning with and Extending Listening and Talking Skills

By the end of this course, students will:

- ELT4.01** – demonstrate the interaction of talking and listening to extend thinking and enable communication (e.g., describe occasions where they have used talking and listening skills to prove a point, make a decision, or change their mind);
- ELT4.02** – identify the range of applications of listening and talking skills required for various contexts in school, in everyday life, and in the workplace (e.g., different listening skills required for a school assembly and a doctor’s appointment; different talking skills required at a social function and in a job situation);
- ELT4.03** – identify strengths and areas for improvement, and set goals to refine and extend their oral communication skills.

Extending Reading and Viewing Skills

Overall Expectations

By the end of this course, students will:

- ERVV.01** • apply reading and viewing strategies to understand and make connections with texts that are part of school, workplace, and everyday life, with an emphasis on increasing independence;
- ERVV.02** • read and interpret a variety of engaging, authentic, and relevant print and non-print text forms, both teacher and student selected;
- ERVV.03** • assess their growth as independent readers and viewers and set goals for extending their reading and viewing skills.

Specific Expectations

Apply Reading and Viewing Skills

By the end of this course, students will:

Before Reading or Viewing

- ERV1.01** – review and build on prior knowledge by selecting and using appropriate strategies (e.g., share with a partner what they already know about a topic, give an opinion about a related topic, independently generate a list of questions about a related topic);
- ERV1.02** – preview the features and organizational patterns of print and non-print texts by selecting and using appropriate strategies (e.g., use skimming and scanning techniques, search for topic-specific words);
- ERV1.03** – connect with the content by selecting and using appropriate strategies (e.g., select and read a portion of text to identify the writer’s point of view, use visual prompts to predict the main idea, use data graphs to set a context).

During Reading or Viewing

- ERV1.04** – select and use strategies to become familiar with specialized vocabulary (e.g., use a glossary to find meanings of unfamiliar words);
- ERV1.05** – comprehend directly stated ideas by selecting and using appropriate strategies:
 - use context clues (e.g., notice patterns in text structure, identify speakers and their roles);
 - use visual organizers and mental images (e.g., a pictorial flow chart or concept map, prompts such as “*If this were a movie, I would see...*,” “*To me, this looks like...*,” “*It appears from the data...*”);

ERV1.06 – comprehend indirectly stated ideas by selecting and using appropriate strategies:

- use context clues (e.g., derive the appropriate meaning of the word by reading the text around it);
- make inferences (e.g., mentally note and question unstated clues, draw a conclusion about an incident report, suggest how a character will react within the story plot);

ERV1.07 – make connections by selecting and using appropriate strategies:

- make, confirm, or adjust predictions (e.g., “*Now, I think...*,” “*I’ve changed my mind about...*,” “*I was right about that because...*,” “*I expect this to happen because...*”);
- annotate text (e.g., to question, to determine the importance of an idea, to make personal comments);
- explain how readers’ and viewers’ personal experiences can influence their perspectives (e.g., sharing and comparing interpretations).

After Reading or Viewing

- ERV1.08** – consolidate and extend understanding by selecting and using appropriate strategies:
 - connect text to self, to other texts, to the world (e.g. respond to a prompt such as “*This reminds me of...*,” “*How would this character react in another setting?*”);
 - summarize what has been read or viewed (e.g., note similarities and differences in job descriptions in video clips, précis informational text within a specified word limit);

- make inferences and draw conclusions (e.g., explain instances of bias, separate fact from opinion in newspaper or magazine articles and editorials);

ERV1.09 – expand their vocabulary (e.g., use prefixes/suffixes/roots to determine meaning; use new vocabulary when responding to their reading);

ERV1.10 – describe how organizational structures and formats are linked to the audience and purpose (e.g., multi-image screens on television news channels, scripts, 'zines, store flyers, how-to guides).

Reading a Variety of Texts

By the end of the course, students will:

ERV2.01 – apply the reading process as strategic readers to a variety of student- and teacher-selected authentic texts commonly used in everyday life and in the workplace (e.g., skimming text in magazines, short fiction, scripts, electronic text; interpreting data from graphs, tables, timelines; rereading manuals, project plans);

ERV2.02 – expand their personal independent reading skills and interests by selecting and reading appropriate and challenging materials;

ERV2.03 – conduct guided research on topics or issues of interest by selecting information from a predetermined list of appropriate materials.

Connecting Learning with and Extending Reading and Viewing Skills

By the end of this course, students will:

ERV3.01 – demonstrate that reading is an active process of thinking and constructing meaning (e.g., describe how they use before-, during-, and after-reading strategies to determine meaning and extract information);

ERV3.02 – explain how improving their reading and viewing skills can help them to succeed in school, at work, and in their personal lives;

ERV3.03 – monitor their comprehension, using a variety of appropriate strategies to maintain engagement and accuracy in reading and viewing (e.g., asking questions of self, interpreting important points in text, adjusting reading speed, stopping and thinking);

ERV3.04 – identify strengths and areas for improvement and set goals for extending their reading and viewing skills.

Extending Writing Skills

Overall Expectations

By the end of this course, students will:

- EWSV.01** • apply the writing process by generating and organizing ideas, writing a draft, revising, and editing to produce a variety of short written texts;
- EWSV.02** • convey information and ideas with clarity and coherence in a variety of short print and non-print forms;
- EWSV.03** • assess their growth as writers and set goals for extending their writing skills.

Specific Expectations

Applying the Writing Process

By the end of this course, students will:

- EWS1.01** – generate ideas for writing by selecting and using pre-writing strategies (e.g., small-group discussion, independent mind-mapping, partner-recorded brainstorming, rapid writing);
- EWS1.02** – determine topic, purpose, and audience for a piece of writing (e.g., “*What’s important in a letter?*” “*What counts in a lab report?*” “*Who will read this message?*”);
- EWS1.03** – conduct teacher-guided and independent research to gather information from print and electronic sources by selecting and using appropriate strategies (e.g., formulate inquiry questions, make paraphrased notes, conduct a survey and/or interviews);
- EWS1.04** – organize ideas and information for writing by selecting and using appropriate strategies (e.g., cluster and sort information related to trends, prioritize data to solve a math problem);
- EWS1.05** – identify the main idea and key supporting details as they visualize the final product by creating an organizational plan (e.g., an outline for a report, points for presenting the results of an experiment);
- EWS1.06** – choose the level of language to suit the audience and purpose (e.g., use standard Canadian English in a résumé, use inclusive language in a magazine article);
- EWS1.07** – create a first draft in the appropriate form to suit the purpose and audience (e.g., a diary entry using first person, a narrative, a procedure for a manual, an email, instructions for completing a home project);
- EWS1.08** – revise their writing to ensure that ideas are clear and are supported by relevant details (e.g., adding, deleting, or rearranging information);

- EWS1.09** – ensure that their writing clearly communicates the intent of their message (e.g., examine paragraphs, sentences, words, and phrases; writing from a consistent viewpoint);
- EWS1.10** – use appropriate strategies to edit written work:

Grammar and Usage

- use correct simple and compound sentence structure;
- use connecting words to write with coherence and organization (e.g., however, because, if, although, when);
- use consistent and appropriate verb tense and voice;
- use verbs that agree with subjects in number;
- use pronouns that agree with their antecedents in number, gender, and case;
- use capitalization appropriately (e.g., to open direct speech, abbreviations, words within titles, conventions of business and personal letters).

Spelling

- use knowledge of spelling patterns, rules, and strategies, and a variety of appropriate resources, to spell correctly (e.g., sound-based and visual spelling strategies, personal dictionaries, class word walls, print and electronic resources);
- spell homophones and commonly confused words correctly;
- use the apostrophe to show possession or contractions.

Punctuation

- use correct punctuation for end stops (period, question mark, exclamation mark);
- use commas to distinguish words in a series and apposition;
- use quotation marks to indicate direct quotations, titles of minor works such as poems, short stories, articles;
- use semi-colons in more complex sentence structure to establish balance and sentence variety;
- use colons to indicate lists, to introduce quoted segments.

Conveying Information

By the end of this course, students will:

EWS2.01 – convey ideas, opinions, and information by writing in a variety of forms (e.g., opinion pieces, reports, short narratives, letters);

EWS2.02 – convey meaning using graphic and visual elements (e.g., graphs to present statistics and percentage calculations, poster to promote a cause, an advertisement to persuade a target audience, a photo/visual essay to express a point of view).

Connecting Learning with and Extending Writing Skills

By the end of this course, students will:

EWS3.01 – demonstrate that writing is an active process of thinking and composing (e.g., describe how they use strategies for generating and organizing, writing, revising, and editing ideas to convey a message through the written word);

EWS3.02 – explain how improving their writing skills can help them to succeed at school, at work, and in their personal lives;

EWS3.03 – identify strengths and areas for improvement and set goals for extending their writing skills;

EWS3.04 – write clearly focused personal reflections to explain their progress as learners, using a variety of prompts (e.g., “*I realized that...*,” “*Something that stood out today in my learning is...*,” “*I hope to achieve...*,” “*I have explored the idea of...*”).