

Public District School Board Writing Partnership

Course Profile

English

Grade 9

Applied

• for teachers by teachers

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. 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. Students use their knowledge of the elements of the narrative, such as plot, character, setting, conflict, theme, and atmosphere to understand and interpret narrative texts. Students record 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.02P, LIV.03B, WRV.03P, WRV.04B, WRV.05B, LGV.01P, LGV.02B, MDV.01P

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

Unit 2: Poetic Forms and Voices

Time: 15 hours

Description

Students read and study a variety of poetic texts and learn to identify certain types of poems: prose poems, limericks, concrete poems, found poems, lyrics, haiku, and songs. Students also find, read, and study examples of poetry and poetic language in the world around them. Students apply appropriate strategies to read, understand, and interpret poetic texts. They learn to understand the value of sound devices in creating powerful poetry, and understand the importance of appeals to the senses, and figurative language. During this unit, students demonstrate their understanding of poetry by writing Response Journals, explications of poems, and their own poetry; by participating in class activities; by presenting poems orally; by creating a media product; and by creating a Poetry Anthology.

Strand(s) and Expectations

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

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

Specific Expectations: LI1.01P, LI1.02P, LI1.04P, LI1.05P, LI1.06B, LI3.01P, LI3.02P, LI3.03P; WR2.03P, WR3.03P, WR4.04B, WR5.02B; LG1.01B, LG1.02B, LG1.04B, LG1.06B, LG1.07B, LG2.01P, LG2.03P, LG2.04P, LG2.07P; MD1.02P.

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, characterization, theme, setting, and stylistic features of drama, including movement and voice. Students come to an understanding of 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 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.01P, LIV.02P, LIV.03B; LGV.01P, LGV.02B; WRV.02P, WRV.03P, WRV.04B, WRV.05B; MDV.02P.

Specific Expectations: LI1.01P, LI1.02P; LI2.01P, LI2.02P; WR2.01P, WR2.03P, WR3.02P, WR3.03P, WR4.03P, WR5.07B, WR5.08B, WR5.10B, WR5.14B, WR5.16P; LG1.01B, LG1.02B, LG1.04B, LG1.05P, LG1.06B, LG1.07B, LG2.02P, LG2.04P, LG2.07P; MD2.01P, MD2.02P, MD2.03P.

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 newspaper and magazine articles, surveys, letters, journals, memoirs, biographies, autobiographies, web sites, databases, newsgroups, documentary films, and other media works. Students develop a variety of strategies to understand informational texts, and to distinguish between fact and opinion. Students learn how to gather, select, and use research data to create their own informational texts and presentations. 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.01P, LIV.02P, LIV.03B, WRV.01P, WRV.02P, WRV.03P, WRV.04B, WRV.05B, LGV.01P, LGV.02B, MDV.01P, MDV.02P

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

Unit 5: Finding Our Voices

Time: 25 hours

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 experience 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 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 will have reviewed the skills and knowledge from Units 1-4 and completed assignments which will be added to their Writing Folder. The best pieces from the Writing Folder are chosen, edited, polished, and published in their Portfolio

Strand(s) and Expectations

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

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

Specific Expectations: LI1.01P, LI1.02P, LI1.03B, LI1.04P, LI1.07P, LI2.02P, LI3.01P, LI3.02P, LI3.03P; WR1.01P, WR1.02P, WR1.03P, WR1.04P, WR2.01P, WR2.02P, WR2.03P, WR3.02P, WR3.03P, WR3.04P, WR3.05P, WR3.06P, WR3.07P, WR4.01B, WR4.02B, WR4.04B, WR5.01P, WR5.02B, WR5.03P, WR5.04B, WR5.11B, WR5.12B, WR5.13B; LG1.04B, LG1.05P, LG1.06B, LG1.07B, LG2.01P, LG2.02P, LG2.03P, LG2.04P, LG2.05P, LG2.06P, LG2.07P; MD1.02P, MD1.03P, MD2.01P, MD2.02P, MD2.03P.

Course Notes

The English Grade 9 Applied course provides the foundation for the English Grade 10 Applied course, and for the courses leading to college and the workplace. The goal of all aspects of the program is to support students in the development of proficiency in language. The English Applied Grade 9 course emphasizes activities which are concrete and practical. It focusses on reading informational texts such as magazines and newspapers, as well as short literary texts, and on the creation of expository and informational texts. These emphases are reflected in the time allocated for each unit, the selection of texts, the types of activities within each unit, and the weighting of the assessment. The students in the applied course are exposed to concepts and activities that are abstract. The difference between the academic course and applied course 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 periods, 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 to be 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 to be 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 are 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 should also have frequent opportunities to work with partners and in groups.

Teachers develop and utilize a full repertoire of teaching skills: planning, organizing, presenting, demonstrating, instructing, questioning, explaining, modelling, problem solving, assessing, and evaluating. Teachers 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 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 choose a group novel early in the term and keep a Learning Log and Response Journal notes. They 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 and they may chose an author 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 ongoing, 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

Literature

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Web Sites

Creating Rubrics

<http://mailer.fsu.edu/~jflake/rubrics.html>

http://edsitement.neh.fed.us/guides/g_intro2.htm

NCTE Teaching Ideas

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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%)

Applied

| | | | |
|------------|-----|------------------|-----|
| Literature | 15% | Knowledge/Skills | 15% |
| Writing | 15% | Thinking/Inquiry | 15% |
| Language | 20% | Communication | 20% |
| Media | 20% | Application | 20% |

| | | |
|-------------------------|------------------------------|-----|
| 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, Applied Grade 9

Literature Studies and Reading

Overall Expectations

LIV.01P

- read and demonstrate an understanding of a variety of literary and informational texts;

LIV.02P

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

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

LI1.01P

- describe information, ideas, opinions, and themes in texts they have read during the year from a variety of print and electronic sources including, biographies, short stories, poems, plays, novels, brochures, and articles from newspapers, magazines and encyclopedias;

LI1.02P

- select and read texts for a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively;

LI1.03B

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

LI1.04P

- locate and use explicit information and ideas from texts in forming opinions and developing generalizations;

LI1.05P

- make inferences based on the information and ideas presented in texts;

LI1.06B

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

LI1.07P

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

Understanding the Forms of Texts

LI2.01P

- use knowledge of elements of drama, such as plot and subplot, character development and revelation, conflict, dialogue, and stage directions, to understand and interpret texts in the genre;

LI2.02P

- use knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre;

LI2.03P

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- use knowledge of elements of newspaper and magazine articles, such as headlines, leads, the five W's, (who, what, where, when, and why) titles, sub-titles, and photographs to understand and interpret texts in the genre.

Understanding the Elements of Style

LI3.01P

- explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, and foreshadowing, to achieve intended effects;

LI3.02P

- explain how authors choose words and phrases to achieve intended effects;

LI3.03P

- explain how authors and editors use design elements to help convey meaning;

Writing

Overall Expectations

WRV.01P

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

WRV.02P

- identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately;

WRV.03P

- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest;

WRV.04B

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

WRV.05B

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

Specific Expectations

Generating Ideas and Gathering Information

WR1.01P

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

WR1.02P

- locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases;

WR1.03P

- sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material;

WR1.04P

- use the information and ideas generated by research to explore topics for written work.

Choosing the Form to Suit the Purpose and Audience

WR2.01P

- identify the purpose for each piece of writing;

WR2.02P

- identify the specific audience for each piece of writing;

WR2.03P

- demonstrate an understanding of literary and informational forms of writing, such as letters, personal narratives, short stories, answers to homework questions, summaries, and reports on research topics, by selecting a form appropriate to the specific purpose and audience for each piece of writing;

WR2.04P

- use the third-person singular and an appropriate level of language in expository forms requiring objectivity.

Organizing Ideas and Information in Written Work

WR3.01P

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

WR3.02P

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

WR3.03P

- use a unifying image, emotion, or sensation to structure descriptive paragraphs or poems;

WR3.04P

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

WR3.05P

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

WR3.06P

- provide an introduction, body, and conclusion in written reports;

WR3.07P

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

Revising Drafts

WR4.01B

- revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity;

WR4.02B

- revise drafts to ensure consistency in use of first- or third-person and use of an appropriate level of language;

WR4.03P

- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions;

WR4.04B

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

Editing, Proofreading, and Publishing

WR5.01P

- identify sources of ideas, information, and quotations in written work;

WR5.02B

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

WR5.03P

- provide documentation showing their use of the writing process;

WR5.04B

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

Grammar and Usage**WR5.05P**

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

WR5.06P

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

WR5.07B

- identify and correct sentence fragments, run-on sentences, and comma splices;

WR5.08B

- make compound subjects agree with verbs in simple and compound sentences;

WR5.09B

- make pronouns agree with their antecedents in number and gender;

WR5.10B

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

Spelling**WR5.11B**

- use knowledge of a wide range of spelling patterns and rules to identify, analyze, and correct spelling errors;

WR5.12B

- use and spell homophones correctly;

WR5.13B

- use the apostrophe correctly when spelling contractions and possessives;

WR5.14B

- use a variety of resources to correct errors in spelling.

Punctuation**WR5.15B**

- use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses;

WR5.16B

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

Language

Overall Expectations

LGV.01P

- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly;

LGV.02B

- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LG1.01B

- describe strategies used to expand vocabulary;

LG1.02B

- identify and explain examples of slang, jargon, dialect, and colloquialism as well as of standard Canadian English, in literary texts and their own oral and written work;

LG1.03B

- identify words borrowed from other languages and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins;

LG1.04B

- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;

LG1.05P

- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:

- parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
- simple, compound, and complex sentences;
- components of sentences: subject, predicate, object, subject complement, prepositional 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, colon, quotation marks, parentheses, ellipses.

Developing Listening and Speaking Skills

LG2.01P

- use listening techniques and oral communication skills to participate in group discussions;

LG2.02P

- use techniques of effective listening and demonstrate an understanding of oral presentations by restating the main ideas presented and identifying the strengths and weaknesses of presentations;

LG2.03P

- work with a partner to plan and make oral presentations to a small group selecting and using vocabulary and methods of delivery to suit audience and purpose;

LG2.04P

- use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations;

LG2.05P

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

LG2.06P

- identify examples of the use of oral communication skills in school and the world outside the school;

LG2.07P

- analyze their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways for improvement.

Media Studies

Overall Expectations

MDV.01P

- identify and describe the elements, intended audiences, and production practices of a variety of media forms;

MDV.02P

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

Specific Expectations

Analyzing Media and Media Works

MD1.01B

- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works;

MD1.02P

- identify and describe the elements used to structure media works in a variety of forms;

MD1.03P

- compare the reactions of different people or groups to a variety of media works;

MD1.04P

- identify factors that influence media production, distribution, and advertising.

Creating Media Works

MD2.01P

- adapt a work of literature for presentation in another media form;

MD2.02P

- create media works for different purposes;

MD2.03P

- analyze the characteristics of different audiences and create media works designed specifically for them.