

Course Profile

English

Grade 9
Academic

• *for teachers by teachers*

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

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Course Overview

Identifying Information:

School:

District: Toronto Catholic District School Board

Course Title: English

Grade: 9

Course Type: Academic

Ministry Course Code: ENG1D

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

Department: English

Course Developer(s):

Development Date: February 1999

Course Revisor(s):

Publication Date: 1999

Credit Value: 1

Revision Date:

Additional Codes:

Description/Rationale

This course emphasizes analytic reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs and their daily lives. Students will study and interpret texts from contemporary and historical periods, including short stories, poems, novels, plays, and short essays. They will also investigate and create media works. An important focus will be the correct and effective use of spoken and written language. This course profile demonstrates one way in which the expectations from the Grade 9 Academic English course could be organized into units.

How This Course Supports The Ontario Catholic School Graduate Expectations

The primary goal of Catholic education is to graduate young men and women who are discerning believers in the saving story of Christ. They are challenged to become responsible citizens, based on the centrality of a tradition of Church social teaching which balances the sacred dignity and value of the human person with a striving for the common good. The goal for educators is to assist young people to think compassionately and reflectively and act in a manner consistent with the values of Jesus Christ. Education in the Catholic school system nurtures the vision that the glory of God is realized when each person is able to reach his/her full potential while acknowledging human weakness and limitation as creations of God. To that end, this course encourages students to find and to value their own voice and encounter literature which helps develop their growing awareness of personal growth and relationship, responsibility to the world and its peoples. Students begin working towards Catholic Graduate Expectations in grade 9 but will continue on their journey through to grade 12, and indeed, for the rest of their lives.

Unit Titles (Suggested Time and Sequence) [Units must total 110 hours]

Unit 1	Storytelling: Short Stories and Myths	20 hours
Unit 2	Novel Study	20 hours
Unit 3	Poetry	10 hours
Unit 4	Drama	15 hours
Unit 5	Non-Fiction: Media & Prose	20 hours
Unit 6	Skills: Writing Process: Improving Written Work & Language Study and Independent Learning	25 hours

Unit Organization

Unit #1: Storytelling: Short Stories and Mythology

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Description:

In the storytelling unit students will read and demonstrate their understanding of short stories and myths in discussions and reflections that will assist in the development of their personal and social well being. Students will apply various strategies to read, understand, and interpret information and ideas based on Christ's teaching of compassion and understanding. They will demonstrate their understanding through reflective discussions, group work and writing.

Ontario Catholic School Graduate Expectations: 1g, 1h, 2a, 4a, 4b, 6c, 7f, 7g, 7j

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

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

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

Unit #2: Novel Study

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Description:

In this unit students will reflect sensitively upon the saving story of our Christian faith, as they relate it to their understanding of the novel genre. This realization regarding the connectedness of our Christ-centred human experience will form their critical analysis, discussion and activities as they explore the text.

Ontario Catholic School Graduate Expectations: 1a, 2a, 2c, 3a, 3b, 3c, 4a, 4c, 4f, 5a, 5e, 7b,

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

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

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

Unit #3: Poetry

Time: 10 hours, plus 2 hours for skills development (Unit 6)

Description:

Poetry calls upon the students to observe and reflect on the mystery and the spiritual essence of the world. Activities such as personal writing and collaborative learning will demonstrate their understanding of poetic forms and the growing awareness of their personal relationship with God, with others, with nature, and indeed with the world around them.

Ontario Catholic School Graduate Expectations: 1g, 2a, 4a, 4b, 5a, 7j

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

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

Specific Expectations: LI1.01D, 03B, 06-07D; WR3.01D; LG1.04B, 05D, 06-07B; LG2.05D

Unit #4: Drama

Time: 15 hours, plus 2 hours for skills development (Unit 6)

Description:

In this unit students will read, discuss and critically analyze dramatic text, in light of Jesus' teaching and life of service. They will work collaboratively to demonstrate the skills of reflection, meaningful communication and Christian leadership, as they explore the identified play(s).

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

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

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

Specific Expectations: LI1.01D, 06B, 08D; LI2.01D; LI3.02D; LG1.02B, 05D, 06-07B; LG2.02-06D; MD2.01D

Unit #5: Non-Fiction: Media and Prose

Time: 20 hours, plus 1 hour for skills development (Unit 6)

Description:

Students will examine, deconstruct and evaluate media and non-fiction genres in light of their calling to create a just and compassionate society. Students will also demonstrate the ability to work as respectful collaborative learners in the discussion, writing, and in the design and creation of their own media productions.

Ontario Catholic School Graduate Expectations: 1d, 2a, 2e, 3d, 3e, 4a, 4b, 5a, 7j

Strand(s): Media Studies; Writing

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

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

Unit #6: Skills - Writing Process: Improving Written Work and Language Study Independent Learning

Time: 25 hours integrated throughout the course

Description:

In this unit students will enhance their Catholic faith journey by realizing that language can be used as a tool to express their relationship with the world, as believers in the story of Christ. To that end, students will develop language skills that allow them to communicate with sensitivity, fluency and accuracy. The study of language and writing is integrated and is ongoing into each of the units of this program.

Ontario Catholic School Graduate Expectations: 2c, 2e, 3b, 3c, 3e, 4b, 4e, 4f, 5c, 5e, 7b,

Strand(s): Writing; Language

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

Specific Expectations: LI2.03D; WR1.01-4D; WR2.01-02D; WR3.01-06D; WR4.01D, 02B 03D, 04B; WR5.01D, 02B, 03D, 04B, 05-06D, 07-16B; LG1.01-4B, 05D, 06-07B; LG2.07D

Strategies and Resources

Instructional Strategies	Assessment Strategies	Main Resources
<ul style="list-style-type: none"> • Personal Reflection • Group Work • Daily Participation • Conferences • Written Responses • Creative Extensions • Analytical Writing • Independent Research Project 	<ul style="list-style-type: none"> • Reflection • Reader Response Journal • Personal Journal Writing • Observation: • Informal & Formal Teacher Observation • Conferencing • Anecdotal Notes, Teacher Logs, Probe Questions, Checklists • Seminars • Written Assignments • Portfolio Work Samples • Homework Checklists • Media Products • Personal Poetry • Narrative Extensions • Writing in Role • Scripts/Storyboards • Formal Paragraphs • 5 Paragraph Expository Writing Piece • Research Project Assessment Tools Will Include: Checklists, Marking Schemes, Rubrics,- Anecdotal Comments With Suggestions for Improvement, Self and Peer Evaluation 	<p>Print</p> <ul style="list-style-type: none"> • Novel(s) • Play(s) • Poetry Anthology • Collection of Non-Fiction and Media Readings (e.g., Newspapers and Magazines) • Writing and Language Resource Texts • Short Stories • Mythology Collection • NRSV Bible • Dictionaries and Thesauri <p>Software/Video</p> <ul style="list-style-type: none"> • Desktop Publishing Program (e.g., Microsoft Word) • Internet • CD-ROMs <p>Hardware</p> <ul style="list-style-type: none"> • Portfolios • TV/VCR • Computers • CD Player • Video camera • Videotapes

Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. To that end, in the Grade 9 Academic English course, teachers employ a variety of assessment strategies which would inform their final evaluation of student performance. While assessment strategies should be intimately linked to specific teaching strategies, final evaluation will be determined by recognizing a consistent level of achievement, based on established criteria. The criteria of 1) Knowledge/Understanding 2) Thinking/ Inquiry 3) Communication and 4) Application are found in the Achievement Chart in the Ontario Curriculum, grades 9 and 10, English.

The Grade 9 Academic English course is founded on the principles of sound assessment and evaluation, with a variety of teaching and assessment strategies which are comprehensive and informative. As Catholic educators, the assessment and evaluation must respect individual differences and build on a tradition of collaboration and the promotion of self-esteem.

The Grade 9 Academic English course stresses theoretical approaches and concepts, and incorporates practical applications as appropriate. While the final evaluation measures have been organized by assessment tool, each tool crosses into the four categories of knowledge and skills in English. Absences and punctuality are recorded separately and not considered in the determination of the percentage grade. Grades are criterion-referenced (based on how well a student does relative to the stated standards), instead of norm-referenced (based on how well a student does relative to the performance of other students).

Final Course Grade

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
<i>This page replaces the "Evaluation" page from the Phase 1 document.</i>		Course Work (70%)	
		Writing Process and Product	30 %
		Oral Presentations and Group Work	20 %
		Tests	20 %
		Final Summative Tools (30%)	
		Independent Study Project	10-15%
		Exam	15-20%

Additional Information

Course Notes

The grade 9 Academic English course has as its foundation the desire to develop students' theoretical and, where appropriate, practical application of literature and language. As such, it is concerned with all developmental aspects of the student: intellectual, emotional, social, and spiritual. Practical considerations of which the teacher should be mindful include:

1. The grade 9 Academic course is a prerequisite for either the grade 10 Academic or grade 10 Applied course, as well as the grade 10 literacy test.
2. Unit 6 (Skills) should be ongoing *throughout* the entire course, and integrated into the study of literature, media, and non-fiction.
3. The Independent Study Project is intended to be a summative form of evaluation and as such, the final product should be completed towards the end of the term, although process work should be assessed throughout the course.
4. Modifications must be made, where appropriate, based on individual learning styles.
5. Similarly, the course has been designed to reflect a wide variety of teaching strategies and assessment tools, to accommodate differing learning modalities.
6. Selection of texts should be sensitive to the community in which the curriculum is delivered and should also be representative of the cultural groups which make up the Canadian mosaic.
7. The Ontario Catholic Graduate Expectations reflect a spiral curriculum that echoes and develops as the student progresses through their high school education. Grade 9 should, therefore, be seen as a step on the journey.
8. If a teacher follows this course profile and all of its activities, he/she can be assured of giving students opportunities to fulfill all of the overall and specific Expectations mandated for the Grade 9 Academic English Course.
9. Technology is used as a research tool throughout the course. Therefore, it is imperative that teachers instruct students in the appropriate use of technology, with particular reference to critical and ethical use of the Internet.

OSS Policy Applications (Ministry of Education and Training)

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

The Ontario Curriculum, Grades 9 and 10: English 1999

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

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

Course Evaluation

In order for teachers to ensure program effectiveness, English departments must evaluate their course. When completing this review, colleagues should check for a program which respects the principles of evaluation, namely, that the strategies are: comprehensive, valid, informative, equitable, ethical and collaborative. For example, tests must be examined to explore how many of the different levels of thinking are being required. A teacher must consider whether questions are based primarily on content, or whether they are equitably distributed between content, comprehension, analysis, synthesis, application, and evaluation, thus ensuring a valid and reliable result.

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

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

An Effective Communicator who

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

A Reflective and Creative Thinker who

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

A Self-Directed, Responsible, Life Long Learner who

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

A Collaborative Contributor who

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

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

A Caring Family Member who

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

A Responsible Citizen who

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

CODING OF EXPECTATIONS

GRADE 9 ENGLISH, ACADEMIC

Literature and Reading Studies

Overall Expectations

- L1V.01D** read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods
- L1V.02D** demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays
- L1V.03B** identify and explain the effect of specific elements of style in a variety of literary and informational texts

Specific Expectations

Understanding the Meaning of Texts

- LI1.01D** describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopedias
- LI1.02D** select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values
- LI1.03B** describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts
- LI1.04D** locate explicit information and ideas in texts to use in developing opinions and interpretations
- LI1.05D** analyze information, ideas, and elements in texts to make inferences about meaning
- LI1.06B** use specific references from a text to support opinions and judgements
- LI1.07D** explain how readers' different backgrounds might influence the way they understand and interpret a text
- LI1.08D** explain how the background of the author might influence the information and ideas in a text

Understanding the Forms of Texts

- LI2.01D** use knowledge of elements of drama, such as plot and sub-plot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue and stage directions, to understand and interpret examples of the genre
- LI2.02D** use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre
- LI2.03D** use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre

Understanding the Elements of Style

- LI3.01D** explain how authors use diction and phrasing to achieve particular effects in their writing
- LI3.02D** explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing
- LI3.03D** explain how authors and editors use design elements to help communicate ideas

Writing

Overall Expectations

- WRV.01D** use a variety of print and electronic sources to gather information and explore ideas for their written work
- WRV.02D** identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information
- WRV.03D** use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work
- WRV.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, correctly using the 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

- WR1.01D** investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data
- WR1.02D** locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopedias, electronic newsgroups, e-mail messages, and electronic data bases
- WR1.03D** group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material
- WR1.04D** use the information and ideas generated by research to develop the content of written work

Choosing the Form to Suit the Purpose and Audience

- WR2.01D** demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences
- WR2.02D** select first or third person and an appropriate level of language to suit the form, purpose, and audience of written work
- WR2.02P** identify the specific 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

- WR3.01D** use a unifying image, mood, or voice to structure descriptive paragraphs or poems
- WR3.02D** use changes in time, place, speaker, or point of view to structure narrative paragraphs
- WR3.03D** use a single controlling idea and connecting words to structure a series of paragraphs

- WR3.04D** use key words from questions or prompts to organize ideas, information, and evidence in homework answers
- WR3.05D** structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence
- WR3.06D** provide an introduction, body, and a conclusion in written reports and short essays

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
- WR4.03D** make constructive suggestions to peers
- WR4.04B** consider reactions from teachers, peers, and others in revising and editing written work

Editing, Proofreading, and Publishing

- WR5.01D** identify sources of ideas, information, and quotations in writing and independent research projects
- WR5.02B** select the publication method or vehicle most accessible or appealing to the intended audience
- WR5.03D** assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth
- WR5.04B** edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

- WR5.05D** use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
- WR5.06D** construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement; main and subordinate clauses; prepositional and participial phrases
- WR5.07B** identify and correct sentence fragments, run-on sentences, and comma splices
- WR5.08B** make compound subjects agree with verbs in simple and compound sentences
- WR5.09B** make pronouns agree with their antecedents in number and gender
- WR5.10B** use consistent and appropriate verb tense and voice (i.e., active and passive) for clarity in narrative and expository writing

Spelling

- WR5.11B** use knowledge of a wide range of spelling patterns and rules to identify, 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.01D** use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience

LGV.02B use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role-playing, and reporting/presenting, for specific purposes and audiences

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

- LG1.01B** describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities
- LG1.02B** identify and explain examples of slang, jargon, dialect, 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
- LG1.05D** recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage, including:
- parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, interjections
 - simple, compound, and complex sentences
 - components of sentences: subject, predicate, object, subjective complement, prepositional and participial phrases, main and subordinate clauses
 - agreement between subject and verb, and between pronoun and antecedent
 - consistency of verb tenses, and of 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

- LG2.01D** communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions
- LG2.02D** communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others
- LG2.03D** plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose
- LG2.04D** use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations
- LG2.05D** practise with cue cards and relaxation exercises (and with visual aids and technology, if used) to ensure confident delivery in oral presentations
- LG2.06D** explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school
- LG2.07D** analyze their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance

Media Studies

Overall Expectations

- MDV.01D** use knowledge of the elements, intended audiences, and production practices of a variety of media forms to analyze specific media works
- MDV.02D** use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect

Specific Expectations

Analyzing Media and Media Works

- MD1.01B** demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works
- MD1.02D** identify how elements of media forms are used in a variety of media works and explain the effects of different treatments
- MD1.03D** compare and explain their own and their peers' reactions to a variety of media works
- MD1.04D** identify factors that influence media production and distribution and explain the effect of these factors on specific media works

Creating Media Works

- MD2.01D** adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation
- MD2.02D** create media works for different purposes and explain how each has been designed to achieve its particular purpose
- MD2.03D** create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience