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Ministry of Education

The Ontario Curriculum
Grades 11 and 12

English

2000

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This publication is available on the Ministry of Education's website at http://www.edu.gov.on.ca.

Introduction

The Ontario Curriculum, Grades 11 and 12: English, 2000 will be implemented in Ontario secondary schools starting in September 2001 for students in Grade 11 and September 2002 for students in Grade 12. This document replaces the following curriculum guidelines or those parts of guidelines that relate to the senior grades:

– *English, Intermediate and Senior Divisions (Grades 7–12), 1987*

– *English, Ontario Academic Courses, Senior Division, 1984*

– *Business Studies: Business English, Senior Division, 1987*

This document is designed for use in conjunction with *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000,* which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at http://www.edu.gov.on.ca.

The Place of English in the Curriculum

To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skilfully, confidently, and flexibly. The English curriculum offers a challenging program of the highest quality, one that recognizes the central importance of language and literature in learning and everyday life and prepares students for the literacy demands they will face as Canadians and members of the global community. Equally important, the English program encourages students to develop a lifelong love of reading and writing.

Language is the basis for thinking, communicating, and learning. Students need literacy skills to enable them to receive and comprehend ideas and information, to inquire further into areas of interest and study, to express themselves clearly, and to demonstrate their learning. Literacy skills are important for higher education and for eventual entry into the workplace. Students who are preparing for postsecondary education must develop literacy skills, as well as critical thinking skills, in order to succeed in the challenging academic work of university and college programs. Students who are preparing for careers in business and industry also need these skills in order to adapt to a workplace that is constantly changing. Whatever their postsecondary destination, all students need to be able to think critically and creatively and to express themselves clearly and effectively. Learning to communicate with clarity and precision, both orally and in writing, will help students to thrive in their future endeavours in the world beyond the school.

Literature is a fundamental element of identity and culture. As students read and reflect on a rich variety of literature, informational texts, and media works, they deepen their understanding of themselves and the world around them. In their study of literary works by accomplished writers and from many genres, historical periods, and cultures, students consider personal and societal aspirations and explore possibilities. Through the study of literature, students strengthen their ability to use language as an effective tool for thought, expression, and communication.

Language is also an essential tool for learning across the curriculum. When students consider topics, issues, or themes in various subject areas, they use and develop important literacy skills. For example, in science and technology, students must communicate effectively to record observations, describe investigations, and present their findings in oral and written reports. They must also learn to use many technical terms and types of specialized language. Facility in language helps students to learn in all subject areas; at the same time, by using language for a broad range of purposes students increase their ability to communicate with precision and to understand how language works.

Students in Ontario come from a wide variety of backgrounds. This variety enriches the classroom experience in the same way that the study of authors from different cultures contributes to a greater appreciation of literature. There is no single correct way to teach or learn English; it is assumed that the strategies and resources used will vary according to the object of the learning and the needs of the students.

Subject matter from any course in English can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

Language learning is developmental and cumulative across the grades: students develop flexibility and proficiency in their understanding and use of language over time. The secondary school English curriculum for Grades 11 and 12 therefore builds on the expectations outlined in *The Ontario Curriculum, Grades 9 and 10: English, 1999*, and provides students and teachers with clearly stated, rigorous, and increasingly demanding expectations. In each grade in the secondary curriculum, the expectations increase in scope and complexity. As students move through the grades, they are required to use language with ever greater fluency, proficiency, and accuracy in a broadening range of situations. They take greater responsibility for their own learning and apply their language skills in more challenging and complex ways.

Although students in Grades 11 and 12 will continue practising skills covered in Grades 9 and 10, the emphasis in the senior secondary grades is on helping students consolidate the skills and knowledge they need to prepare for their postsecondary destinations. This emphasis will ensure that students develop independence and master the range of complex skills they will need for university and college programs and for the workplace.

The Program in English

Overview

The English program includes *compulsory* courses, which are required for graduation, and *optional* courses, which are elective credits offered only in Grades 11 and 12.

Compulsory courses emphasize strong core competencies in reading, writing, use of language, and media awareness. As part of their program in Grades 11 and 12, students must take a compulsory course in English in each grade. They may choose their compulsory courses from three types of courses in Grades 11 and 12: university preparation, college preparation, and workplace preparation. (See *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000* for a description of the different types of secondary school courses.)

Optional courses provide students with opportunities to explore individual interests and to deepen and extend some of the knowledge and skills acquired in their compulsory courses through more thematic and specialized study. Four types of optional courses are offered: university preparation, university/college preparation, college preparation, and open. Students may choose to take one of the optional English courses to fulfil an additional compulsory credit requirement for graduation.

Compulsory Courses in English, Grades 11 and 12

Grade	Course Name	Course Type	Course Code	Prerequisites
11	English*	University	ENG3U	Grade 10 English, Academic
11	English*	College	ENG3C	Grade 10 English, Applied
11	English*	Workplace	ENG3E	Grade 10 English, Applied
12	English	University	ENG4U	Grade 11 English, University
12	English	College	ENG4C	Grade 11 English, College
12	English	Workplace	ENG4E	Grade 11 English, Workplace

Note: Each of the courses listed above is worth one credit.

* Credit earned for the Grade 11 Native studies course "English: Contemporary Aboriginal Voices" (University, College, or Workplace Preparation) may be used to meet the Grade 11 English compulsory credit requirement. (See *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*, Appendix 5: Compulsory Credits, and the secondary curriculum policy document for Native studies.)

Optional Courses in English, Grades 11 and 12

Grade	Course Name	Course Type	Course Code	Prerequisites
11	Canadian Literature	University/College	ETC3M	Grade 10 English, Academic or Applied
11	Literacy Skills: Reading and Writing	Open	ELS3O	None
11	Media Studies	Open	EMS3O	Grade 10 English, Academic or Applied
11	Presentation and Speaking Skills	Open	EPS3O	Grade 10 English, Academic or Applied
12	Studies in Literature	University	ETS4U	Grade 11 English, University
12	The Writer's Craft	University	EWC4U	Grade 11 English, University
12	Studies in Literature	College	ETS4C	Grade 11 English, College
12	The Writer's Craft	College	EWC4C	Grade 11 English, College
12	Communication in the World of Business and Technology	Open	EBT4O	Grade 11 English, University, College, or Workplace

Note: Each of the courses listed above is worth one credit.

A Note About Credits. Courses in Grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school-work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

In Grades 9-12, half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

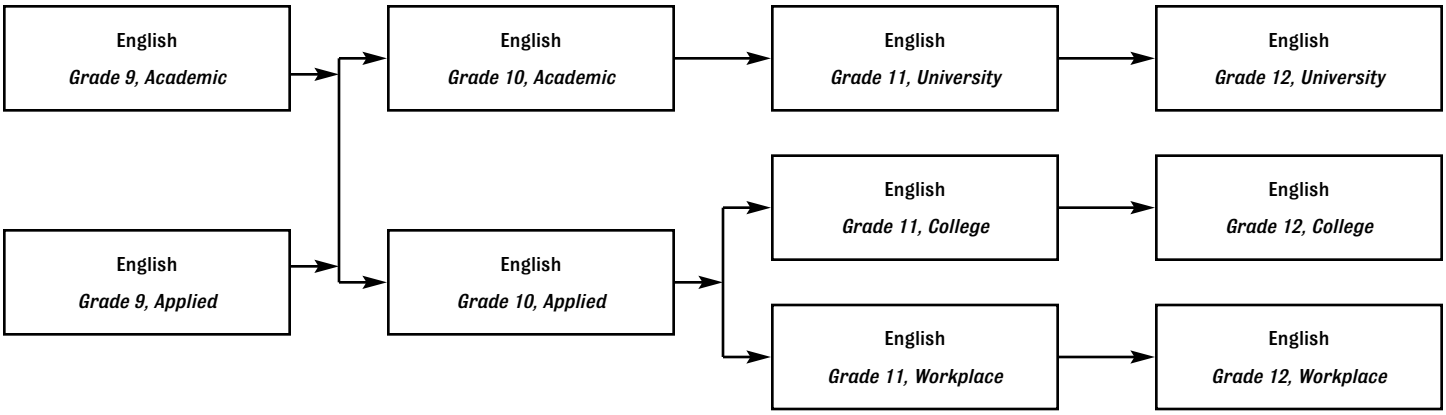
- The two half-credit courses created from a full course must together contain all of the expectations of the full course, drawn from all of the strands of that course and divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course that they wish to take.)
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School September Report.

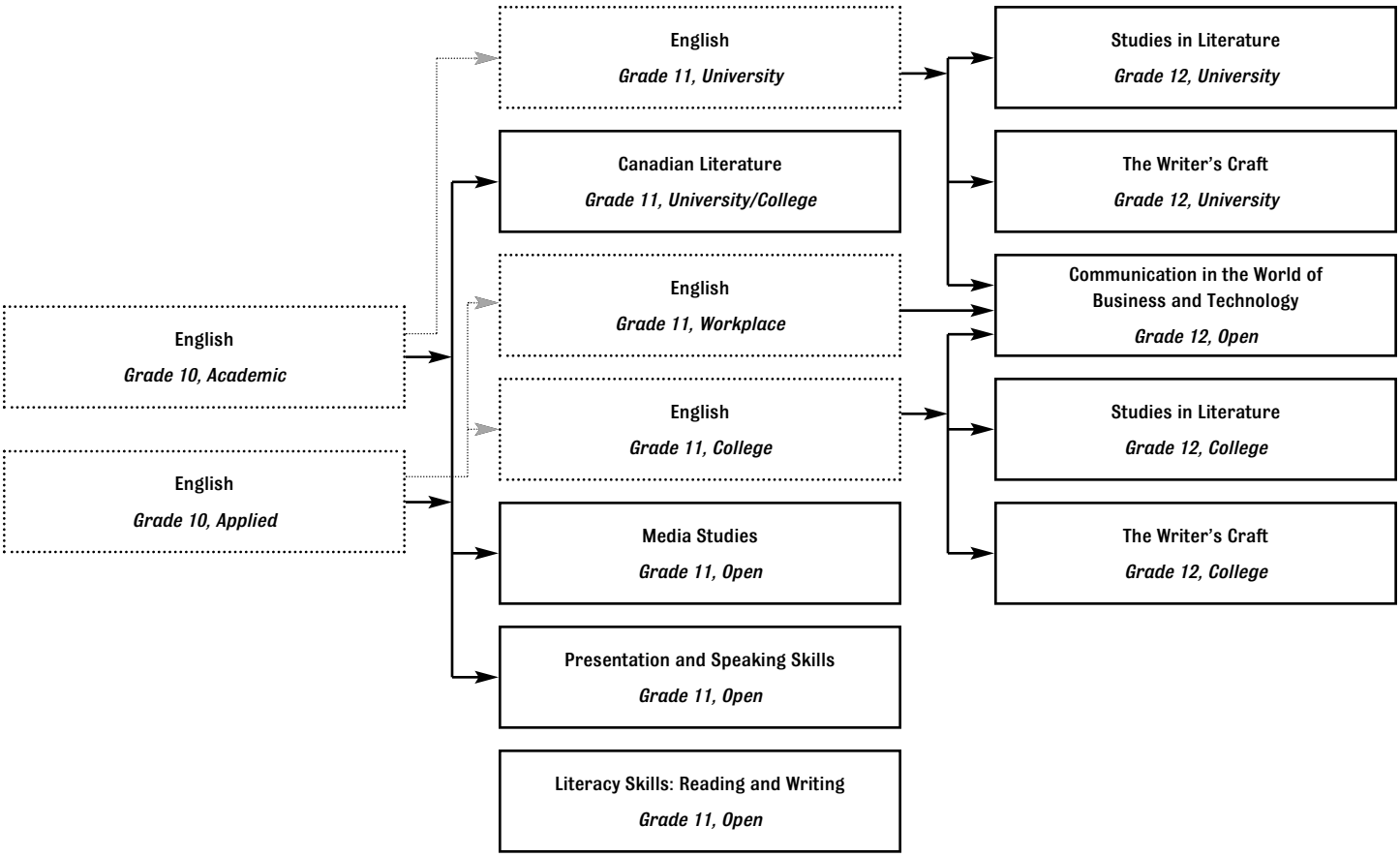
Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Compulsory Courses



Optional Courses



Note: Dotted lines indicate compulsory courses.

Teaching Approaches

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 expectations.

Language is best learned through direct instruction and classroom activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can address all the curriculum expectations or meet all the needs of each learner, teachers should select instructional strategies and classroom activities that are based on an assessment of students' needs, proven learning theory, and best practices. In their English programs, teachers should introduce a rich variety of activities that integrate expectations from the different strands and provide for the explicit teaching of knowledge and skills.

The ability to work both independently and collaboratively is important for success in the workplace and postsecondary education and is equally relevant in the context of family and community. It is therefore important for students to have opportunities to develop their English skills and knowledge in a variety of ways: individually and cooperatively; independently and with teacher direction; and through the study of examples followed by practice. Students must be able to demonstrate that they have acquired the specified knowledge and skills.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each 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 subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups.

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

Compulsory Courses

The strands for compulsory courses are as follows: Literature Studies and Reading, Writing, Language, and Media Studies.

Literature Studies and Reading. Since students will vary in their reading proficiency, some may continue to need additional support to develop their reading skills and to monitor their own progress. In addition, all students need instruction to cope with the more challenging reading demands of the senior secondary school curriculum, which requires students to consider increasingly difficult concepts and to use language structures that are more complex and vocabulary that is more specialized than in earlier grades. The English program will help students learn to read efficiently and to absorb information quickly. Students will also learn to switch from one genre to another, and to use a range of reading skills to suit their purpose and the materials they are reading as they move from subject to subject. Students should be encouraged to read independently for pleasure, information, and comprehension.

The study of literature is central in the English curriculum; it offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. As students increase their knowledge of accomplished writers and literary works and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience.

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 a sense of literary appreciation, and provide a broad range of language models for their own writing. Literary works should be drawn from many genres, historical periods, and cultures to reflect the diversity of Canada and the world. Such works include:

– poetry (poets such as Dionne Brand, Elizabeth Barrett Browning, Leonard Cohen, Emily Dickinson, John Donne, T.S. Eliot, Robert Frost, Langston Hughes, John Keats, John Milton, Derek Walcott, William Wordsworth);
– novels (novelists such as Chinua Achebe, Margaret Atwood, Jane Austen, Charlotte Brontë, Joseph Conrad, Robertson Davies, Fyodor Dostoyevsky, Timothy Findley, Thomas Hardy, Ernest Hemingway, Aldous Huxley, Rohinton Mistry, Toni Morrison, Michael Ondaatje, Carol Shields, John Steinbeck, Stendhal, Elie Wiesel);
– plays (playwrights such as Carol Bolt, Anton Chekhov, David French, Tomson Highway, Henrik Ibsen, Arthur Miller, William Shakespeare, George Bernard Shaw, Tom Stoppard, Michel Tremblay, Tennessee Williams);
– short stories (writers such as Alice Munro and Edgar Allan Poe).

Genres such as biographies, journals, letters, and essays are also worth including. (The preceding lists of authors are provided to indicate the level of challenge that programs in literature studies should entail, and are not intended to suggest prescribed reading.) Literary works enrich students' understanding of themes and issues and enhance their appreciation of the power and beauty of language. To help students become confident, proficient, flexible readers, a balanced literature program also includes a range of informational texts, such as academic textbooks, technical manuals, newspapers and magazines, reference materials, memos, bulletin-board notices, CD-ROMs, databases, and websites.

When choosing literature, teachers must consider the genres designated for intensive study in the curriculum expectations, as well as an appropriate balance among contemporary, historical, Canadian, and world literature.

Writing. Students use writing to record information and ideas, to express themselves, to communicate with others for various purposes, and to reflect and learn. In personal, academic, and workplace situations, students need to be able to write clearly and coherently, with precision and an engaging style. A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently, using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of language – grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively. When planning writing activities, teachers must include the forms designated for intensive study in the curriculum expectations, as well as an appropriate balance of other forms of writing.

Writing, from initial musings to final publication, is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening. As writers compose, they consider their audience; make decisions about form, style, and organization; and apply their knowledge of language use, including the conventions of grammar, spelling, and punctuation. To develop competence in these areas, students need a supportive classroom environment, with opportunities to extend and refine their skills in using the writing process and doing research. They also need opportunities to apply these skills and to write daily, in many forms and genres, for a variety of purposes and audiences, and within different time constraints. The forms and genres explored should include essays, reports, short stories, poetry, scripts, journals, letters, biographies, children's stories, articles, reviews, précis, instructions, notes, procedures, résumés, and advertisements. Because postsecondary institutions and employers require clear, well-organized writing, on demand and within strict timelines, students also need to learn and practise strategies for writing effectively and correctly in the context of examinations and in-class writing assignments.

To help them in their writing and research, students need access to a range of print and electronic resources, including general and specialized dictionaries, thesauri, manuals of style, word-processing and graphics software, desktop publishing programs, e-mail, and the Internet. Students should be encouraged to write frequently for pleasure and personal purposes.

Language. The Language strand sets out expectations for vocabulary development, knowledge of the history of the English language, knowledge of the conventions of standard Canadian English, and oral communication skills.

Knowledge of vocabulary helps students improve their reading, writing, and speaking skills. The study of the development of the English language – the influence on English of other languages, historical events, and trends – and of the nature of dialects and world Englishes helps students appreciate the evolving nature of language. Knowledge of the rules of standard grammar and the conventions of spelling and punctuation helps students to understand, write, and speak standard Canadian English confidently and correctly in all subject disciplines. Thus, the study of the conventions of standard Canadian English is a component of all compulsory English courses.

Oral language is a fundamental means for communicating with others and the cornerstone of learning in all subjects. Students listen and speak in order to understand concepts, solve problems, provide information, and express thoughts. When they converse about information and ideas, they become aware of forms, styles, imagery, language structures, and conventions used by other speakers and writers. As they work towards achieving the expectations for this strand, students will improve their ability to explore and communicate ideas in both classroom and formal speaking situations. Students should be encouraged to appreciate and take pleasure in the power and beauty of language.

Media Studies. Because of the pervasive influence of print and electronic media, it is important for students to learn how to understand and interpret media works. In the English program, students should have frequent opportunities to analyse various aspects of media communications, including key elements of the works themselves, the audience, and media industry codes and practices. Students should also learn about the media through the process of designing or creating their own media works, using a range of technologies to do so. By working in the various media to communicate their own ideas, students will develop critical thinking skills and understand at first hand how media works are designed to influence audiences and reflect the perspectives of their creators. Students will also develop production skills that may open up career opportunities in the entertainment and communication industries. Students should be encouraged to appreciate the media as sources of personal information and pleasure.

Optional Courses

The optional courses in the English program provide students with the same language knowledge and skills in reading, writing, and oral and visual communication as do the compulsory courses, but the focus of each of these courses is more thematic or specialized than in the compulsory courses. The expectations are therefore clustered in strands that reflect each course's emphasis. A list of these strands by course is provided below.

Grade 11

- Canadian Literature, University/College Preparation
  - Reading and Interpreting Canadian Literary Texts
  - Responding to Canadian Literary Texts
- Literacy Skills: Reading and Writing, Open
  - Reading Skills
  - Writing Skills
- Media Studies, Open
  - Media Texts
  - Media Audiences
  - Media Production
- Presentation and Speaking Skills, Open
  - Preparing Presentations
  - Making Presentations
  - Responding to Presentations

Grade 12

- Studies in Literature, University Preparation
  - Reading and Interpreting Literary Texts
  - Responding to Literary Texts
- The Writer's Craft, University Preparation
  - Investigating the Writer's Craft
  - Practising the Writer's Craft
- Studies in Literature, College Preparation
  - Reading and Interpreting Literary Texts
  - Responding to Literary Texts
- The Writer's Craft, College Preparation
  - Investigating the Writer's Craft
  - Practising the Writer's Craft
- Communication in the World of Business and Technology, Open
  - Investigating Business and Technical Communications
  - Creating Business and Technical Communications

Compulsory Courses

English, Grade 11, University Preparation (ENG3U)

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Prerequisite: English, Grade 10, Academic

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of texts from various periods, with an emphasis on analysing and assessing information, ideas, themes, issues, and language;
- demonstrate an understanding of the elements of fiction, drama, poetry, and non-fiction, with an emphasis on novels and poems;
- describe the elements of style in texts from various periods, and analyse their effects.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

– analyse and interpret information, ideas, themes, and arguments in print and electronic texts (e.g., write a paper analysing a theme in a novel; explain explicit and implicit claims made in a persuasive essay);

– select and use specific and relevant evidence from a close reading of texts to support interpretations, analyses, and arguments (e.g., analyse and describe the organization of an argument in a literary essay; identify the target and explain the criticism in a work of satire);

– select and use a range of effective reading strategies (e.g., make, adjust, and defend predictions while reading a novel; adjust reading pace as the complexity of a text changes; reread a text closely to relate repeated images to a theme);

– compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., analyse the thinking and response of a fictional character in a crisis and compare them with their own probable reactions; debate two different interpretations of a literary work using specific references to the text to support their arguments);

– explain the influence of social and historical values and perspectives on texts and the interpretation of texts (e.g., relate the social values in a period such as the Industrial Revolution, the Second World War, or the 1960s to a literary work from that period; compare a historical and a contemporary critique of a literary work).

Understanding the Forms of Texts

By the end of this course, students will:

– analyse and explain how key elements of the novel and poetic forms influence their meaning (*intensive study*) (e.g., assess the effect of an author's choice of narrator in a novel; analyse the relationship between character revelation and theme or message in a dramatic monologue);

– analyse how elements of literary forms other than novels and poetry are used to enhance meaning (*extensive study*) (e.g., compare a parody with the original text to understand the author's purpose; explain how the conflict and characterization in a short story enhance its social commentary);

– analyse how elements of non-fiction forms influence their meaning (e.g., explain how the pattern chosen to organize an argument is related to the content and purpose of the work).

Understanding the Elements of Style

By the end of this course, students will:

- analyse how language and syntax are used in texts to create a voice appropriate to the purpose and audience (e.g., compare essays by two authors on a similar theme or topic and determine how each author creates a personal voice; describe how diction is used to establish voice in the opening chapter of a novel);
- describe how authors use rhetorical and literary devices, such as pun, caricature, cliché, hyperbole, antithesis, paradox, wit, sarcasm, and invective, to enhance the meaning of texts (e.g., explain how paradox is used to deepen meaning in poetry; assess the effectiveness of rhetorical devices used to emphasize the social criticism in a satirical essay);
- analyse the effect on the reader of authors' choices of language, syntax, and literary and rhetorical devices by examining their own and others' interpretations of the style of texts;
- explain how authors and editors use design elements to organize content and help communicate ideas (e.g., discuss how the captions for illustrations could be written to achieve either a comic or a serious effect; explain the choice of photographs used in a biography).

Writing

Overall Expectations

By the end of this course, students will:

- use a variety of print and electronic primary and secondary sources to gather and assess information and develop ideas for writing;
- select and use appropriate writing forms for intended purposes and audiences with a focus on essays and on narratives or poems;
- use a variety of organizational structures and patterns to produce coherent and effective written work;
- revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as prescribed for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– investigate potential topics by posing questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas from primary and secondary sources (e.g., consult a CD-ROM or on-line database to find information for an essay on a theme in a work studied; search library on-line catalogues to determine the availability of an author's works);

– organize and analyse information, ideas, and sources to suit specific forms and purposes for writing (e.g., group information and ideas to focus on key concepts for an essay; create a pattern of imagery for writing a sonnet);

– formulate and refine a thesis, using information and ideas from prior knowledge and research (e.g., develop a thesis for an analysis of a satirical novel; integrate information and ideas acquired from a variety of sources for a personal essay on a topic or issue);

– evaluate information and ideas to determine whether they are reliable, current, sufficient, and relevant to the purpose and audience.

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– demonstrate an understanding of the uses and conventions of various forms by writing persuasive and literary essays, reviews, short narratives or poems, and summaries (e.g., write a personal essay on a current issue; write an academic essay analysing the themes or imagery of literature studied; write a film review for the school newspaper);

– select and use an appropriate form to produce written work for an intended audience and purpose (e.g., write a poem about being Canadian for a reader in another country; write a report for an academic audience on the historical context of a literary work studied);

– analyse the characteristics of literary and informational texts as models of writing for specific purposes and audiences;

– select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing (e.g., use colloquialisms to establish an authentic voice for a character in a short narrative; use an appropriate voice in an academic essay on a work of literature).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

– apply knowledge of essay structure to organize short essays or critiques, using:
  □ an introduction that engages the reader's interest, introduces the thesis or controlling idea, and previews the organization or content of the essay;
  □ a body that develops ideas logically and coherently and incorporates well-chosen, relevant evidence to support each idea;
  □ a conclusion that follows logically from the thesis and ideas developed in the body, summarizes the key points and organization in the body, and makes a thoughtful generalization related to the controlling idea;
– select and use appropriate organizational devices and patterns to structure short stories, poems, and multimedia presentations (e.g., use flashbacks to present background information in a short story; use extended metaphor in a poem; use a storyboard to establish sequence in a scene from a literary work);
– use organizational patterns such as classification, definition, cause and effect, and chronological order to present information and ideas in essays, reviews, and summaries.

Revising Drafts

By the end of this course, students will:

– revise drafts to strengthen content and improve organization by refining the controlling idea; making connections among ideas; integrating details; and reordering information, ideas, and images (e.g., combine several ideas from an early draft to form a controlling idea for an essay; change the order of images in a poem to enhance the emotional impact);
– revise drafts to improve clarity of expression (e.g., find specialized or academic vocabulary in reference resource materials to replace vague or inaccurately used words; review the use of active and passive verb voice in formal writing);
– revise drafts to refine voice in written work (e.g., highlight pronouns to check for consistent use of person in an academic essay; read a passage aloud to listen for a distinctive voice; change the direct speech of characters in a short story to reflect their different personalities; examine writing for use of inclusive and anti-discriminatory language);
– revise drafts to incorporate researched information, ideas, and quotations accurately, ethically, and consistently (e.g., incorporate researched information by using parenthetical referencing according to acceptable research methodology; use appropriate words and phrases to introduce borrowed information and ideas; create charts, graphs, or diagrams to incorporate information from research).

Editing, Proofreading, and Publishing

By the end of this course, students will:

– cite researched information, ideas, and quotations according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or

the traditional footnote/endnote system known as the Chicago style; use parenthetical referencing; create bibliographies);

– produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., adapt an electronic template for the title page of an academic essay; use effective computer graphics, fonts, and typefaces to format a short story for a literary magazine);

– compare their current writing skills with those required in a variety of university programs and occupations and make action plans to address identified needs (e.g., review samples of their own writing to identify strengths and weaknesses);

– 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

□ use parts of speech correctly and in a consistent manner in writing (e.g., use the possessive case to modify a gerund);

□ communicate complex ideas using a variety of sentence structures (e.g., use coordination and subordination for emphasis and to improve clarity; use parallelism and balance as an aid to clarity);

□ use pronouns correctly, with particular emphasis on personal, relative, and reflexive pronouns;

□ use verb tenses appropriately and correctly (e.g., use the present perfect tense when expressing general truths, when writing about literature, and when summarizing an author's views; use the past perfect tense to express an action already completed at some specific time in the past);

□ use active and passive verb voice effectively to suit purpose and audience (e.g., use the active voice for clarity of expression; recognize the function of the passive voice as used in history and the sciences);

□ use parallel structures correctly and for rhetorical effect (e.g., express equal ideas in the same grammatical form, balancing single words with single words, phrases with phrases, clauses with clauses; use parallel structure in the paragraphs of an essay for clarity and emphasis);

□ show understanding that grammar may be used unconventionally for a particular effect in advertising, poetry, and for characterization in fiction and drama;

Spelling

□ demonstrate an understanding of a wide range of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., understand the conventions of Canadian, British, and American spelling; recognize difficulty in spelling words ending in *cede*, *ceed*, and *sede*);

□ spell correctly specific historical, academic, and literary terms used in course materials;

□ use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., understand the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);

Punctuation

□ use punctuation correctly and thoughtfully to clarify meaning, to show the grammatical relationships between words, and to add emphasis;

□ use commas correctly with restrictive and non-restrictive words, phrases, and clauses;

□ introduce and punctuate long quotations correctly in the body of an essay.

Language

Overall Expectations

By the end of this course, students will:

- apply knowledge of the development of the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in panel discussions, speeches, and group presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

– apply a variety of strategies to extend vocabulary while reading, with an emphasis on understanding the denotation, connotation, and pronunciation of words (e.g., discuss diction in a poem or novel to explore personal and historical connotations; use knowledge of phonetics to pronounce words they are not used to seeing in print);

– identify and describe the major influences in the development of the English language (e.g., Angles, Saxons, and Jutes; Vikings; Romans; the Norman Conquest of England; the invention of the printing press; colonialism; mass literacy; computer technology; the influence of other languages; the global use of English);

– apply knowledge of prefixes, suffixes, and roots to expand vocabulary (e.g., use an etymological dictionary to identify the original and expanded meanings of words);

– identify specialized and technical language appropriate to academic discussion and use it with precision in oral and written work;

– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

By the end of this course, students will:

– communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and significant supporting details; clarifying and extending the ideas of others; using appropriate academic and theoretical language; and evaluating implicit and explicit ideas using criteria such as relevance, accuracy, and bias;

– communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; contributing additional and relevant information; asking questions to extend understanding; making notes to track the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate;

- use critical listening skills to analyse the content of oral presentations (e.g., assess the validity and persuasiveness of explicit and implicit arguments and the truth of conclusions; make inferences and detect assumptions, omissions, and biases; write a synopsis or review using criteria such as coherence, relevance, and logic);
- analyse elements of oral presentations and assess how effectively they are used (e.g., transition words and phrases, level of language, body language, handouts, visual aids, and opportunities to clarify information or answer questions);
- plan and prepare presentations by researching information and ideas; organizing material; selecting language appropriate to the topic, purpose, and audience; and rehearsing and revising;
- use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology;
- compare their current oral communication knowledge and skills with those required in a variety of occupations and university programs and make an action plan to address identified needs.

Media Studies

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of a variety of media texts, audiences, and industry practices by analysing representations, forms, and techniques in media works;
- demonstrate an understanding of the relationships among form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

– demonstrate critical thinking skills by identifying bias and by analysing explicit and implicit messages in media works (e.g., explain the effect of images used in a film; identify the perspective of a newspaper or magazine);

– explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites);

– analyse the relationship between media works and their audiences (e.g., prepare for a panel discussion on how advertising campaigns target different audiences; identify the demographic profile of the target audience for a television show or radio station and assess how the content and advertising match the audience);

– explain the relationship among media works, media industry practices including marketing and distribution methods, and media industry codes and government regulations (e.g., explain the use of media to launch a new product line).

Creating Media Works

By the end of this course, students will:

– design or create media works based on ideas, themes, and issues examined in this course (e.g., create media works based on a theme from literature, using available resources; write dialogue for a commercial to promote sales of a novel; create a promotional campaign to sell the same idea or service to two or more different audiences);

– use knowledge of the relationships among form, purpose, audience, and production options to explain choices made in the design or production of media works (e.g., present media works to peers and explain solutions to problems encountered during the production process).

English, Grade 11, College Preparation (ENG3C)

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works from Canada and other countries; write reports, correspondence, and persuasive essays; and analyse media forms, audiences, and media industry practices. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity.

Prerequisite: English, Grade 10, Applied

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on analysing information, ideas, and issues;
- demonstrate an understanding of the elements of a variety of informational and literary forms, with an emphasis on opinion pieces and the novel;
- identify elements of style in a variety of texts, with a focus on how the elements contribute to clear and effective communication.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

– interpret and assess explicit and implicit ideas, issues, and information in informational and literary texts (e.g., summarize and assess the ideas in a magazine article; explain the major themes underlying the plot and characterization in a novel);

– select specific and relevant evidence from texts and use it to support interpretations and arguments (e.g., refer to specific actions and choices to explain a character's motives in a novel or play; use relevant facts from research in an oral report exploring both sides of a social issue);

– select and use a range of effective reading strategies (e.g., recall knowledge about a topic or theme from personal and other reading experiences to prepare for reading; adjust reading pace as the complexity of a text changes; reread challenging passages closely);

– compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., analyse the response of a fictional character in a crisis and compare it with their own probable reaction);

– explain the influence of the personal and social values and perspectives of authors and readers on texts and interpretations of texts (e.g., explain how the word choice in an article or report demonstrates the author's attitude towards the topic; describe their own and others' interpretations of a national or local news event or issue and suggest reasons for the similarities and differences; compare different representations of the same issue or historical event in two films or novels about heroism, war, or the immigrant experience).

Understanding the Forms of Texts

By the end of this course, students will:

– explain how elements of opinion pieces and novels influence their meaning (*intensive study*) (e.g., explain how the language of a letter to the editor reveals the attitude of the author; explain how the narrator selected for a novel influences the reader's understanding of plot and character);

– explain how elements of a variety of literary forms other than novels and opinion pieces are used to enhance meaning (*extensive study*) (e.g., explain how characters' responses to crises contribute to the theme in different stories; show how the behaviour of a character in the early scenes of a drama foreshadows the ending of the play);

– explain how elements of informational texts contribute to meaning (e.g., describe how headings, subheadings, and illustrations are used to convey information in a report or manual; describe and assess how the organization of a report or short essay contributes to its effectiveness).

Understanding the Elements of Style

By the end of this course, students will:

- describe the language of a variety of informational and literary texts and explain how the language is used to communicate information and express opinions and emotions (e.g., compare several business and technical reports to identify characteristics of a plain-language style; analyse editorials and explain the effects of their use of persuasive words; assess the authenticity of the characters' dialogue in a novel);
- explain how rhetorical and literary devices enhance meaning in informational and literary texts (e.g., assess the use of rhetorical questions as a means of introducing the topic or thesis of a report or essay; explain how hyperbole and understatement are used for ironic effect in a narrative);
- explain the effect on the reader of authors' choices of language, syntax, and rhetorical and literary devices by examining their own and others' interpretations of the style of texts;
- explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the importance of marginal notes, diagrams, and captions in a textbook or report; assess the value of supplementary information in boxes in newspaper and magazine articles; explain the role of introductory and concluding summaries in sections of a technical manual).

Writing

Overall Expectations

By the end of this course, students will:

- use a variety of print and electronic primary and secondary sources to gather and analyse information and develop ideas for writing;
- select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
- use a variety of organizational structures and patterns to produce coherent and effective written work;
- revise their written work, independently and collaboratively, with a focus on accuracy of information, clear expression, and consistent use of voice;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., consult a CD-ROM to find information for a report about the author of a novel; identify the accessibility of relevant sources for a class presentation on a social issue);

– classify and organize information and ideas to suit specific forms and purposes for writing (e.g., sort information from different sources for a report on effective business practices; organize information to support the arguments for an opinion piece; use a graphic organizer to make connections between ideas or to show time order in a narrative);

– use information and ideas from prior knowledge and research to develop content for writing (e.g., interview an employee for an essay about teamwork and cooperation in business; apply knowledge of characterization techniques to write a short essay about the major character in a Canadian novel);

– analyse and assess the information and ideas gathered from a variety of print and electronic sources to determine whether they are accurate, current, sufficient, relevant, and suitable to the form and purpose for writing.

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– select and use appropriate informational or literary forms to produce written work for specific audiences and purposes, with an emphasis on reports, correspondence, and persuasive essays (e.g., summarize a magazine article on a topic of personal interest for a report to the class; write a

letter requesting information about a college program; write a short essay presenting a solution to a community problem);

– select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications (e.g., use an appropriate voice to convey information about a policy in a memo).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

– select and use appropriate organizational patterns to structure written work (e.g., use a question-and-answer structure to format an information pamphlet about a product or service; use chronological order and flashbacks to organize information about a character in a script; use classification to organize a class anthology of student writing);

– apply knowledge of report structure to organize written reports, using:
  - □ an introduction that identifies the topic and explains its significance or poses an inquiry question;
  - □ a body that presents information and data in connected and coherent paragraphs supported by graphics, illustrations, and charts;
  - □ a conclusion that presents insights or recommendations;

– apply knowledge of essay structure to organize short essays, using:
  - □ an introduction that engages the reader's interest, introduces the thesis or controlling idea, and previews the organization or content of the essay;
  - □ a body that develops ideas logically and coherently and incorporates well-chosen, relevant evidence to support each idea;
  - □ a conclusion that follows logically from the thesis and ideas developed in the body, summarizes the key points and organization in the body, and makes a thoughtful generalization related to the controlling idea;

– use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays.

Revising Drafts

By the end of this course, students will:

– revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering ideas (e.g., revise a report to list a series of recommendations in order of priority; delete irrelevant arguments to enhance the impact of a persuasive essay; add details to reveal more about a character's motivations);

– revise drafts to increase precision and clarity of expression by incorporating appropriate business and technical language and transition words (e.g., use a dictionary and thesaurus to find specialized vocabulary to replace vague or inaccurately used words);

– revise drafts to ensure consistent use of an appropriate voice and tone (e.g., highlight pronouns to check for consistent use of person in a report or memo; use feedback from a peer conference to assess the appropriateness of voice used in a set of instructions or tone in a character's direct speech; examine writing for use of inclusive and anti-discriminatory language);

– revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., use parenthetical referencing; use transition words and phrases to provide a context for quoted material).

Editing, Proofreading, and Publishing

By the end of this course, students will:

– cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

– produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., incorporate effective graphics, fonts, and typefaces to enhance the impact of a report; adapt an electronic template for a formal letter);

– compare their current writing skills with those required in a variety of college programs and occupations and make action plans to address identified needs;

– 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

□ use parts of speech correctly, including participles and gerunds (e.g., use correctly the comparative and superlative degrees of adjectives and adverbs);

□ communicate clearly and correctly using a variety of correct sentences, including compound-complex sentences, and incorporating conjunctions, prepositional and gerund phrases, and noun, adjective, and adverb clauses;

□ make subjects agree with their predicates and pronouns with their antecedents, even when widely separated in a sentence or paragraph;

□ use active and passive verb voice to suit purpose and audience (e.g., use the active voice for clarity of expression; recognize the function of the passive voice as used in history and the sciences);

□ use correct parallel structure (e.g., use the same grammatical form to balance parallel ideas in a series; use parallel grammatical structure with correlative conjunctions such as *either . . . or, not only . . . but also*);

□ identify deliberate uses of ungrammatical structures in advertisements, poetry, and oral language;

Spelling

□ demonstrate an understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors (e.g., apply knowledge of rules and patterns when adding a suffix to words ending in *y* or silent *e*; understand the patterns for doubling final consonants before a suffix);

□ use homophones and commonly confused words correctly (e.g., learn spelling and use of *compliment/complement*, *site/sight/cite*, *eminent/imminent*, *emigrate/immigrate*, *climactic/climatic*);

□ spell correctly specific business, technical, and literary terms used in course materials;

□ use a variety of print and electronic resources to flag possible problems and improve spelling (e.g., recognize the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);

Punctuation

□ use punctuation, including the period, question mark, exclamation mark, comma, semicolon, colon, apostrophe, quotation marks, parentheses, brackets, and ellipses, correctly and for rhetorical effect (e.g., use parentheses to enclose supplementary material, personal digressions, or afterthoughts; use brackets to enclose words or phrases inserted into a quotation).

Language

Overall Expectations

By the end of this course, students will:

- apply knowledge of vocabulary and language conventions to read, write, and speak effectively, with a focus on identifying, developing, and sustaining an appropriate voice;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in oral reports and other presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

– apply a variety of strategies to extend vocabulary through reading, with an emphasis on understanding concrete and abstract vocabulary and the denotation and connotation of words (e.g., use a thesaurus to find a more precise word to suit the context of a passage; assess the impact of concrete and abstract words in an editorial);

– apply knowledge of prefixes, suffixes, and roots to expand vocabulary (e.g., use an etymological dictionary to identify the original and expanded meanings of words);

– identify specialized language appropriate to business and technical contexts and use it with precision in oral and written work;

– select and use vocabulary and figurative language to express themselves clearly in a variety of spoken and written communications, with a focus on developing a consistent voice;

– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

By the end of this course, students will:

– communicate orally in large and small groups for a variety of purposes, with a focus on listening for main ideas and relevant supporting details; clarifying and extending the ideas of others; and understanding business and technical information and language and using it correctly;

– communicate orally in group discussions, applying such skills as the following: describing and fulfilling roles as required; preparing for discussion; contributing additional and relevant information; asking questions for clarification; completing assigned tasks for the group; summarizing the main ideas of the discussion; working towards consensus; and accepting group decisions when appropriate;

– use critical listening skills to analyse the content of oral presentations (e.g., write accurate summaries of main ideas and supporting details; assess the relevance of evidence, the validity of arguments, and the truth of conclusions);

– plan and prepare clear oral reports and presentations by researching information and ideas, organizing material, rehearsing, and revising;

- use techniques of oral presentation to communicate effectively, with a focus on clear organization, relevant examples, appropriate vocabulary and style, repetition for emphasis, and the use of voice projection, pace, gestures, timing, body language, visual aids, and technology;
- compare their current oral communication knowledge and skills with those required in a variety of occupations and college programs and make an action plan to address identified needs.

Media Studies

Overall Expectations

By the end of this course, students will:

- use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyse a variety of media works;
- demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

– demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., explain the intended appeal of images selected for specific advertisements; write a short essay on the theme of a feature film);

– explain how the form, style, and language of a variety of media forms communicate messages with specific social implications (e.g., explain how the characteristics of a national newspaper, a local newspaper, a local television newscast, and the Internet are reflected in the coverage of a major news story; compare the effectiveness of the language and style in a range of television news-magazine programs);

– explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience);

– explain the relationship between media works and media industry practices, including marketing and distribution methods (e.g., investigate the implications of product placement in films and television shows; research a promotional campaign to determine why it was successful or unsuccessful).

Creating Media Works

By the end of this course, students will:

– design or create media works based on ideas, themes, and issues examined in this course (e.g., create a radio documentary or a photo essay on a day in the life of an athlete, using available resources);

– use knowledge of the interactions among form, purpose, audience, and production options to explain choices made in the design and production of media works (e.g., maintain a log to record decisions at various stages in the design and production process; present media works to peers and explain solutions to production problems).

English, Grade 11, Workplace Preparation (ENG3E)

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will study the content, form, and style of informational texts and literary works; write explanations, letters, and reports; and investigate the connections among media forms, audiences, and media industry practices. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts.

Prerequisite: English, Grade 10, Applied

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues;
- demonstrate an understanding of the elements of a variety of forms of fiction, non-fiction, drama, poetry, and informational material;
- identify elements of style in a variety of informational and literary texts, focusing on how the elements contribute to clear and accurate communication.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

– use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs (e.g., follow a developing story in a newspaper for personal interest; relate information contained in charts and graphs to the body of the text; read trade publications to report to the class about the literacy and social skills required in various occupations);

– use knowledge of the elements of fiction, non-fiction, drama, and poetry to understand and explore relevant social themes and issues in literary texts (e.g., examine roles of similar characters in a selection of Canadian literature; assess the impact of technology as presented in science-fiction short stories; read a novel for enjoyment and report on their reactions);

– identify and explain ideas, issues, and information in texts (e.g., identify key characters and events in a novel and explain how they are used to develop the theme; identify characteristics needed for success from reading a newspaper or magazine profile of a successful person; read about employment trends and describe the implications for career planning);

– describe a variety of reading strategies and use them to understand specific texts, with an emphasis on previewing table of contents, headings, illustrations, photographs, captions, and charts; forming questions about difficult sections of text; and using graphic organizers to record information;

– compare their own ideas, values, and perspectives with those expressed or implied in a text (e.g., role-play their own response to a crisis depicted in fiction and compare it with the actions of a character in the work);

– describe the influence of the personal and social values and perspectives of authors and readers on texts and interpretations of texts (e.g., explain how the word choice in an article or report reflects the author's attitude towards the topic; account for different interpretations by different readers of stories about such issues as human rights, sexism, genocide, or conservation).

Understanding the Forms of Texts

By the end of this course, students will:

– describe how elements of specific forms influence meaning in informational texts (e.g., describe how images, copy, charts and graphs, and page layout contribute to the theme in a magazine article; explain the different functions of paragraphs in a report and a short article);

– describe how elements of specific forms influence meaning in literary texts (e.g., discuss how the use of chronological order or flashbacks in fiction contributes to the story; describe the effects of an author's description of a character in a novel).

Understanding the Elements of Style

By the end of this course, students will:

– describe the different types of language used to convey information and express opinions and emotions in a variety of texts (e.g., explain the use of transitional words and phrases to clarify the argument in an opinion piece; examine reports and manuals to identify characteristics of a plain-language style; discuss the way language is used to convey a mood in a short story);

– describe the rhetorical and literary devices, such as parallel structure, hyperbole, imagery, and symbol, used in informational and literary texts, and explain how the devices clarify and enhance the meaning and impact of the works (e.g., discuss the importance of parallel structure in a series of instructions; explain how one image effectively captures the theme of a poem);

– describe the effect of authors' choices of language and stylistic devices on the reader by examining their own and others' interpretations of the style of texts;

– explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the function of columns, boxes, and diagrams in newspapers and magazines; assess the usefulness of visual elements such as borders, shading, italics, bullets, and numbered lists in reports; assess the readability and attractiveness of brochures from various sources).

Writing

Overall Expectations

By the end of this course, students will:

- use a variety of print and electronic sources to gather information and develop ideas for personal, school-related, and workplace-related writing;
- identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately in their own writing;
- use organizational structures and patterns to produce coherent written work;
- revise their written work, collaboratively and independently, with a focus on accuracy of information and clear expression;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– investigate potential topics by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather data from print and electronic sources (e.g., search library resources to select, broaden, or narrow a topic; consult an on-line catalogue to get product information or send an e-mail message to request information; create a timeline in order to complete a project effectively and meet a deadline);

– classify and organize information to suit specific forms and purposes for writing (e.g., highlight the most relevant details in a brainstormed list and group them for a report; place events in an appropriate sequence for a report on a process);

– analyse information gathered from a variety of print and electronic sources to determine whether the information is sufficient, relevant, and suitable to the form and purpose for writing;

– use information and ideas from prior knowledge, personal experience, and research to develop content for personal and workplace-related writing (e.g., use knowledge about a product or service to plan a letter of complaint; compare information from different sources about summer jobs to plan a résumé).

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– select and use an appropriate form to produce written work for a specific audience and a specific purpose (e.g., create instructions on how to program a VCR for customers with a limited knowledge of electronics; write a short narrative report for a supervisor outlining the sequence of events in a workplace incident; write a letter of complaint about a defective product, identifying the problem and proposing a solution);

– use literary and informational texts as models of writing for specific purposes and audiences;

– select the appropriate person and level of language for a specific form, purpose, and audience (e.g., use the first person to state and support an opinion; use precise, specialized language to write a set of instructions; use the impersonal third person consistently to compare information from two texts).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

– select and use appropriate organizational patterns in written communications (e.g., organize a prose narrative chronologically using new paragraphs to indicate significant changes in time, setting, or speaker; use categorization and examples to organize an oral presentation on employment skills);

– apply knowledge of report structure to organize written reports, using:
  □ an introduction that clearly identifies the topic or poses an inquiry question;
  □ a body that presents information and data in point form or connected paragraphs, supported by examples, graphics, or charts;
  □ a conclusion that presents a summary or recommendation;

– use organizational patterns such as cause and effect and problem-solution to present information and ideas in short reports (e.g., use a cause-and-effect pattern and labelled diagrams in a report explaining how to use a computer application).

Revising Drafts

By the end of this course, students will:

– revise drafts to strengthen content and improve organization by adding details, deleting irrelevant information, and reordering to clarify the content or sequence or connect ideas (e.g., add stage directions in a script to clarify characterization and manner of delivery; revise a set of instructions by presenting key steps in correct sequence);

– revise drafts to improve freshness, accuracy, and clarity of expression (e.g., use feedback from a peer conference to rewrite a trite or clichéd ending to a story; use a dictionary and thesaurus to substitute appropriate for incorrectly used words; examine writing for use of inclusive and anti-discriminatory language);

– revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources).

Editing, Proofreading, and Publishing

By the end of this course, students will:

– cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology;

– produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., select the most effective fonts, typefaces, and type sizes to publish announcements; format a résumé and letter of application for a summer job; adapt an electronic template to create a greeting card or letterhead);

– compare their current writing skills with those required in a variety of workplace situations and occupations and identify goals for improvement;
– edit and proofread their own and others' writing, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

□ use parts of speech correctly, including nouns, pronouns, verbs, adverbs, adjectives, conjunctions, and prepositions (e.g., use personal pronouns in the proper case in compound subjects and objects);
□ communicate clearly using a variety of correct sentences incorporating subject, verb, object, subjective completion, and prepositional phrases;
□ communicate clearly and logically using a variety of correct compound and complex sentences that incorporate principal and subordinate clauses (e.g., use coordination to draw equal attention to two or more ideas; place major ideas in principal clauses and minor ideas in subordinate clauses or phrases);
□ identify and correct errors in sentence structure, verb tense consistency, and subject-verb agreement in narrative and expository writing;

Spelling

□ demonstrate an understanding of a variety of spelling patterns, rules, and strategies by analysing and correcting spelling errors (e.g., recognize the basic patterns of Canadian, British, and American spelling; apply knowledge of rules and patterns when adding a suffix to words ending in *y* or silent *e*);
□ use homophones and commonly confused words correctly (e.g., learn spelling and use of *coarse/course*, *lead/led*, *passed/past*, *stationary/stationery*, *fewer/less*, *farther/further*);
□ use apostrophes correctly in contractions and possessives (i.e., know *when* and *when not* to use an apostrophe);
□ use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., recognize the limitations of electronic spell checkers; use dictionaries when in doubt about spelling);

Punctuation

□ use punctuation correctly, including the period, question mark, exclamation mark, comma, dash, and colon, as well as quotation marks, parentheses, and ellipses (e.g., use a dash to indicate a dramatic shift in tone or thought; use a colon after the salutation of a business letter and to indicate that a list or explanation will follow).

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of vocabulary and language conventions to read, write, and speak competently, with a focus on identifying and selecting appropriate diction and syntax in personal, creative, and workplace-related communications;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in oral reports, role-playing, and other presentations.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

– apply a variety of strategies to extend vocabulary through reading, with an emphasis on recognizing synonyms, antonyms, homophones, and homonyms (e.g., keep a personal list of significant new words and phrases encountered in texts; refer to a dictionary and a thesaurus for alternative word choices to those in a magazine article; recognize how words encountered in a trade or professional publication are formed from prefixes, suffixes, and roots);

– explain the impact and consequences of using different types of words and expressions in a variety of personal and social contexts (e.g., write a scene that illustrates how language affects personal relationships; research the persuasive use of language in advertisements; identify words or phrases likely to intensify a conflict and suggest alternative language to help resolve the situation);

– identify and use specialized vocabulary and language appropriate to workplace situations, with a focus on clear and accurate expression (e.g., read a manual and make a list of specific words used to describe equipment, parts, tools, or procedures);

– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., refer to recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

By the end of this course, students will:

– communicate orally in large and small groups for a variety of purposes, with a focus on following specific instructions; listening for main ideas and supporting details; clarifying and extending the ideas of others; and using specialized language appropriately;

– communicate orally in group discussions, applying such skills as the following: fulfilling roles as required; preparing for discussion; restating and paraphrasing information; asking questions to confirm understanding; contributing additional information; making notes to record information; summarizing the discussion; completing assigned tasks for the group; working towards consensus; and accepting group decisions when appropriate;

– use critical listening skills to understand the content of oral communications (e.g., listen for main ideas and supporting details; follow oral instructions accurately;

ask questions to confirm understanding; write accurate summaries and messages);

- use techniques of effective oral communication, with a focus on clear organization, strong beginnings and endings, and the use of timing, pace, voice projection, gestures, body language, visual aids, and technology;
- compare their current oral communication knowledge and skills with those required in a variety of workplace settings and create a plan to address identified needs.

Media Studies

Overall Expectations

By the end of this course, students will:

- use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works;
- demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, collaboratively and independently, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

– demonstrate critical thinking skills by identifying explicit and implicit messages in media works (e.g., analyse the use of claims and appeals in a series of advertisements; identify the point of view in a documentary);

– describe the key elements of a variety of media forms (e.g., write a report describing the use of images, columns, colour, fonts, and text in several magazines; report orally on the use of narration and images in a documentary; compare the print and film versions of a story);

– identify the techniques used in a variety of media works (e.g., discuss the use of images and editing in several films; identify the techniques used to alter images electronically in commercials);

– explain ways in which media works reflect, distort, or influence audience behaviour (e.g., compare the portrayal of teenage life on television with teenage life in the school and community; explain the impact on various segments of society of the portrayal of violence in the media);

– explain how and why different audiences interpret media works differently (e.g., survey peers and adults about their reactions to specific television programs and explain the results);

– describe the relationship between media works and media industry practices, including marketing and distribution methods (e.g., research and report on the use of product placement in films and television shows; research and report on the development, promotion, and sale of a new product).

Creating Media Works

By the end of this course, students will:

– design or create media works based on ideas, themes, and issues examined in this course (e.g., communicate the same story in two or more media forms, such as a radio news report, a television tabloid report, and a storyboard, using available resources; design an instructional video for use in the home or workplace);

– use knowledge of the connections among form, purpose, audience, and production options to describe choices made in the design and production of media works (e.g., identify a production problem and discuss the solutions considered; present a media work and explain the design and production process).

English, Grade 12, University Preparation (ENG4U)

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

Prerequisite: English, Grade 11, University Preparation

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of complex texts from various time periods, countries, and cultures, with an emphasis on analysing and assessing ideas, themes, concepts, and arguments;
- demonstrate an understanding of the elements of fiction, drama, poetry, and non-fiction, with an emphasis on plays and essays;
- analyse the elements of style in a variety of texts and assess their effects.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

– analyse and assess ideas, themes, concepts, and arguments in print and electronic texts (e.g., assess how the use of multiple perspectives in a novel contributes to its theme; analyse an author's use of irony based on a close reading of a poem);

– select and use significant and compelling evidence from texts to support critical analyses (e.g., prepare an oral presentation explaining how the recognition scene in a Shakespearean tragedy deepens the play's impact; write a critical review of an essay, focusing on bias);

– select and use a range of effective reading strategies (e.g., research the life of an author using a literary encyclopedia; read closely and accurately to identify specific information; use an electronic version of a literary text to track significant words or images; compare the print and film versions of a dramatic scene);

– compare values, perspectives, and world views in texts (e.g., compare the moral and spiritual values of an evolving character at different stages in a literary work; outline the similarities and differences in the perspectives of the protagonists in two literary works);

– analyse the influence of social, cultural, and economic values and perspectives on the themes and interpretations of texts (e.g., examine various texts about a social or political issue such as human rights or anti-Semitism to analyse and suggest reasons for authors' different approaches).

Understanding the Forms of Texts

By the end of this course, students will:

– analyse and assess how key elements of challenging plays and essays reinforce the works' themes and ideas (*intensive study*) (e.g., analyse how imagery in a tragedy contributes to the theme; assess how the organization of an essay strengthens the persuasiveness of the argument);

– analyse and assess how elements of challenging texts in literary forms other than plays and essays are used to enhance meaning (*extensive study*) (e.g., assess the use of symbols and images to generate multiple meanings in a historical novel; analyse the ways in which settings add layers of meaning in a short story);

– analyse and assess how elements of demanding non-fiction texts influence their meaning (e.g., compare the use and effectiveness of inductive and deductive organizational patterns in two newspaper editorials).

Understanding the Elements of Style

By the end of this course, students will:

– analyse how language and syntax are used in texts to create particular effects (e.g., analyse how language is used to create pathos in a play; analyse the language used to create an ironic tone in an essay);

– analyse how authors use a variety of literary and rhetorical devices to help convey meaning and strengthen the impact of a text (e.g., contrast the ways in which authors use dramatic irony to create sympathy for their protagonists; analyse the rhetorical techniques, such as juxtaposition and allusion, used to support the argument in a film review);

– assess the effect on the reader of authors' choices of language, syntax, and literary and rhetorical devices by examining their own and others' interpretations of the style of texts;

– analyse how authors and editors use design elements to enhance meaning and strengthen the impact of a text (e.g., assess the effect of the font style and spacing of a poem; analyse and comment on the design layout of a textbook).

Writing

Overall Expectations

By the end of this course, students will:

- use a range of print and electronic primary and secondary sources to gather and assess information and ideas and to develop and refine topics for writing;
- select and use writing forms suited to various purposes and audiences, with an emphasis on analytic and argumentative essays and narratives or dramatic scenes;
- use a range of organizational structures and patterns to produce unified, coherent, and effective written work;
- revise their written work, independently and collaboratively, with a focus on sufficient development of content, coherent organization, clear expression, and effective style;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– investigate potential topics for written work, including a literary independent study project, by devising research questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas from primary and secondary sources (e.g., review a library serials index to establish the availability of periodicals; investigate access to public and postsecondary collections of reference materials; create electronic bookmarks to organize links to other sources of information);

– organize and synthesize significant information, ideas, and sources to suit specific forms and purposes for writing (e.g., group interpretations for an analytical essay; identify key concepts to develop the argument of an essay for an independent study project);

– formulate and refine a thesis to develop content for academic and expressive writing by making inferences and thinking divergently about information and ideas from prior knowledge and research (e.g., reconcile conflicting perspectives for a seminar report on Shakespearean tragedy; use knowledge of the period to rewrite a section of a historical novel from the point of view of a minor character);

– evaluate information and ideas to determine whether they are sufficient, authoritative, significant, and suitable to the form and the purpose for writing.

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– demonstrate an understanding of the uses and conventions of various forms by writing analytic and argumentative essays, critical reviews, expressive works such as narratives or dramatic scenes, and an independent research essay or report (e.g., adapt an episode in a novel to create a dramatic scene; write an essay providing a close analysis of a novella);

– select and use an appropriate form to produce written work for an intended audience and purpose (e.g., write a critical

review of the film of a literary work studied in the course; write an essay comparing the central characters in two novels from different periods);

– analyse the characteristics of literary and informational texts as models of writing for specific purposes and audiences;

– select and use a voice and style appropriate to academic and personal writing (e.g., use an authoritative voice, develop a thesis, and support their arguments in an essay analysing characters or techniques in a literary work; write a soliloquy in the "voice" of the antagonist in a play).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

– use essay structure and report structure and patterns such as induction, deduction, analogy, process analysis, climactic order, chronological order, and cause and effect to organize information and ideas in essays, critical reviews, and reports (e.g., organize and unify the main ideas in an argumentative essay through the use of analogy; organize an argument in a report by acknowledging and rebutting alternative positions);

– select and use appropriate organizational devices and patterns to structure creative works and multimedia presentations (e.g., use categorization to organize information and ideas in an oral presentation for an independent study project).

Revising Drafts

By the end of this course, students will:

– revise drafts to strengthen content and improve organization by connecting ideas, themes, or issues to critical concepts; exploring the complexities of the controlling idea; reconciling different perspectives; reinforcing arguments with compelling evidence; and reordering arguments for improved coherence and impact (e.g., consider the implications of evidence to strengthen an essay's controlling idea; use climactic order to emphasize the most powerful and convincing argument in support of the thesis);

– revise drafts to improve clarity of expression (e.g., use feedback from peer conferences to rephrase passages or combine sentences for more concise, authoritative, and emphatic expression in an academic essay; examine writing for precise use of technical terminology);

– revise drafts to ensure an effective style (e.g., select words with connotations that deepen the meaning and impact of writing; examine writing for use of inclusive and anti-discriminatory language; assess the effectiveness of diction in a monologue by listening to a recording of it);

– revise drafts to integrate researched information, ideas, concepts, and quotations effectively and ethically (e.g., use identifying words and phrases to refer to sources, parenthetical referencing, and bibliographies in a research essay or report).

Editing, Proofreading, and Publishing

By the end of this course, students will:

– cite researched information, ideas, and quotations in a consistent manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

– produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., develop graphics and other visual aids to support the oral presentation of a literary independent study project; use a desktop publishing program to format and publish a script on a student-writing website);

– identify strengths and weaknesses in their writing skills and create action plans for improvement;

– 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

□ use a variety of sentence structures to communicate complex ideas effectively, logically, coherently, and emphatically, with a focus on subordination, transitions, parallelism, and word order;

□ use pronoun case, number, and person correctly (e.g., use proper case for pronouns in comparisons using *than* or *as*);

□ choose verb voice and mood to suit the purpose and audience (e.g., use the active voice to emphasize the doer of the action and to avoid dangling or misrelated modifiers; use the passive voice to emphasize the receiver of the action or to minimize the importance of the doer of the action);

□ show understanding that grammar may be used unconventionally for a particular effect in oral language, advertising, poetry, or direct speech of characters in fiction and plays;

Spelling

□ demonstrate an understanding of a wide range of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules for the use of hyphens, particularly in spelling compound adjectives; maintain a list of words that do not follow spelling rules);

□ spell correctly specific academic, historical, and technical terms used in writing;

□ use a range of print and electronic resources to flag possible errors and improve spelling (e.g., consult an up-to-date dictionary for the spelling of hyphenated words);

Punctuation

□ use punctuation to achieve clarity, and for rhetorical and stylistic effect (e.g., understand the purposes of punctuation marks to enhance clarity, emphasis, and rhythm; read aloud written work to ensure that sentences are punctuated as they are intended to be heard).

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of recent developments in the English language, vocabulary and language structures, and the conventions of standard Canadian English to read, write, and speak effectively;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using academic language appropriately in seminars and presentations of independent study projects.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

– apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words (e.g., find examples of cliché, jargon, and redundancy in texts and suggest fresh, vivid, and concise alternatives; create a web of words associated with a coined word in a poem);

– analyse the origins and roots of words used in different areas of science and technology (e.g., medicine, computer studies, communications technology, space technology);

– select appropriate academic and technical language and use it with precision in oral and written work;

– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

By the end of this course, students will:

– communicate orally in large and small groups for a variety of purposes, with a focus on challenging and extending the ideas of others; using academic and theoretical concepts and language; and discussing the coherence, relevance, strengths, and weaknesses of ideas and arguments;

– communicate orally in group discussions, applying such skills as the following: leading and contributing to productive discussions; suggesting possibilities and selecting directions within the group; generating ideas; contributing information; connecting ideas and arguments to other knowledge; making inferences; assessing the process used to reach conclusions; and fulfilling roles and completing tasks as required to produce presentations and products of high academic quality;

– use critical listening skills to analyse and assess the content of oral presentations (e.g., assess the validity of the presenter's sources, arguments, and conclusions; detect assumptions and omissions, and provide missing information);

- assess oral presentations to explain how rhetorical devices, academic and technical language, answers to challenging questions, and technological aids are used to persuade, enhance credibility, and capture the interest of the audience;
- use effective strategies, such as researching information and ideas, organizing, rehearsing, and revising, to plan and present seminars, debates, and independent study projects;
- use techniques for making effective oral presentations, with a focus on organizing material coherently; providing significant evidence; using imagery, analogy, and parallel structures; and incorporating participatory activities, visual aids, and technology;
- identify strengths and weaknesses in their oral communication skills and create an action plan for improvement.

Media Studies

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of a variety of media, media theories, and media industry practices by analysing representations, forms, and techniques in media works and assessing their implications for individuals and society;
- demonstrate an understanding of the relationships among form, content, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course, and assessing their effectiveness.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

– use critical thinking skills to identify bias and to analyse the differences between explicit and implicit messages in media works (e.g., analyse and assess the representation of Canadian culture in a wide range of films and television programs; analyse and assess the newspaper, television, radio, and Internet coverage of a conflict or uprising);

– explain how representation, form, style, and techniques in media works convey messages with social, ideological, and political implications (e.g., compare advertisements promoting healthy living as presented in different media forms; compare the coverage of a business or political news story in a range of newspapers, news magazines, radio and television newscasts, and on the Internet);

– explain the relationship between media works and their audiences (e.g., research how an advertiser adapts a campaign for different regional, cultural, or socio-economic groups; write a report on the ways in which various citizen groups use the media for specific purposes);

– apply key concepts of media theory to analyse specific media works (e.g., examine the coverage of an issue or event by a variety of media to assess Marshall McLuhan's statement "The medium is the message");

– identify and explain the conditions that affect media industry practices governing the production, financing, and distribution of media works (e.g., gather data for an argumentative essay by investigating the ownership and control of media businesses and the implications for public access, range of expression, and audience choice).

Creating Media Works

By the end of this course, students will:

– design or create media works based on ideas, themes, and issues examined in this course (e.g., create a short videotaped editorial on a current issue or topic, using available resources; create a multimedia presentation for peers for an independent study project);

– demonstrate an understanding of the relationships among form, content, purpose, audience, and production options in their creations; assess the effectiveness of the works; and evaluate the choices made during the production process (e.g., maintain a learning log to record stages in the design and production process).

English, Grade 12, College Preparation (ENG4C)

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

Prerequisite: English, Grade 11, College Preparation

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of challenging informational texts and literary works from various time periods, countries, and cultures, with an emphasis on assessing information, ideas, and issues;
- demonstrate an understanding of a range of informational and literary forms, with an emphasis on research articles and plays;
- analyse elements of style in a variety of texts, focusing on how the elements contribute to clear and effective communication.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

– analyse and assess ideas, issues, and explicit and implicit information in texts (e.g., assess information from a research report to write an executive summary; explain how separate incidents, characters, or elements in a novel work together to communicate the main theme);

– select and use specific and significant evidence from texts to support judgements and arguments (e.g., support an argument, using convincing examples from texts and research materials; support an interpretation of a character with specific reference to the dialogue in a play);

– select and use a variety of effective reading strategies (e.g., before reading a magazine article, examine the date of publication and country of origin to determine the context; create subtitles to summarize or highlight sections of a long article; explain how the theme of a short story relates to its social or cultural context);

– compare ideas, values, and perspectives in texts (e.g., prepare an oral report examining alternative views of the future in different opinion pieces);

– analyse the influence of social, cultural, and economic factors on the themes and interpretations of texts (e.g., research an author's background to assess the quality of the information used in an article; as an independent study project, compare how two novels treat political or societal conflicts such as separatism in Canada, apartheid in South Africa, or anti-Semitism during the Second World War).

Understanding the Forms of Texts

By the end of this course, students will:

– analyse how elements of research articles and plays reinforce the works' conclusions and themes (*intensive study*) (e.g., explain the dramatic purpose of a scene in a play; examine how the interpretations of data in several case studies support the conclusions; explain the effect of comparative charts in consumer magazines);

– analyse how elements of a variety of literary works are used to enhance meaning (*extensive study*) (e.g., compare how the rhyme scheme and rhythms in poems or songs reinforce the mood and/or message; analyse how multiple points of view are used in a novel to underline its themes);

– analyse how elements of non-fiction forms influence meaning (e.g., compare a summary with the original report to analyse the characteristics of the intended audiences).

Understanding the Elements of Style

By the end of this course, students will:

- analyse how language is used in expository writing to communicate information, ideas, and arguments (e.g., assess the effectiveness of a plain-language style used in business and technical writing; compare the diction used in a personal letter, a documentary voice-over, a business report, and a newspaper editorial);
- analyse how authors use a variety of literary and rhetorical devices to enhance meaning in texts (e.g., describe the effect of the pattern of images in a play; discuss how repetition and parallel structures in informational texts reinforce meaning);
- analyse the effect of authors' choices of language, syntax, and rhetorical and literary devices on the reader by examining their own and others' responses to the style of texts;
- explain how authors and editors use design elements to organize content and communicate ideas (e.g., assess the effectiveness of the graphic design used to present information in a flowchart; write a letter to the publisher of a play making recommendations about how to reformat the text of the second edition).

Writing

Overall Expectations

By the end of this course, students will:

- use a range of print and electronic primary and secondary sources to gather and analyse information and ideas and to develop topics for writing;
- select and use informational and literary forms suited to various purposes, audiences, and situations, with a focus on research reports, summaries, and short analytical essays;
- use a range of organizational structures and patterns to produce unified and effective written work;
- revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression, and effective style;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– investigate potential topics for written work, including an independent study project, by posing inquiry questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., use a graphic organizer to plan the questions and strategies for an independent study project; create electronic bookmarks for an Internet search to find information for an oral presentation);

– organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing (e.g., categorize information from a variety of sources to clarify divergent positions on an issue; use suggestions from peer discussion in assessing alternative opinions or ideas for an independent study project);

– formulate and refine a thesis to develop content for expressive and business and technical writing, using information and ideas from prior knowledge and research (e.g., imagine possibilities and test hypotheses while developing a thesis for an essay; consult a reference text of specialized or technical terms to add precision to the statement of the problem in a report);

– assess information and ideas from research to determine whether they are sufficient, reliable, credible, and suitable to the form and the purpose for writing.

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts (e.g., use a step-by-step procedure to write and illustrate an instructional pamphlet about snowboard safety; compile a class anthology of short analytical essays as models for next year's class);

– select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing (e.g., rewrite a section of a technical manual in plain language to create a brochure for a general audience; draft an oral report for an independent study project using specialized vocabulary and aiming at an engaging style).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

– use report structure, essay structure, and organizational patterns such as induction, deduction, and process-analysis to present information and ideas in reports and essays (e.g., use a general-to-specific pattern to organize the headings and content of a report on how a law is passed; use a process-analysis pattern to describe the stages of the writing process);
– select and use appropriate organizational patterns to structure expressive writing and multimedia presentations (e.g., use chronological order to describe the events leading to the crisis in a script; use a comparison-and-contrast pattern to organize and present information and ideas in an independent study project).

Revising Drafts

By the end of this course, students will:

– revise drafts to strengthen content and improve organization by adding relevant details and examples, reordering ideas, and strengthening connections (e.g., group relevant information to support key ideas in a short analytical essay; create headings and subheadings to indicate general and specific points in a report);
– revise drafts to improve precision and clarity of expression (e.g., replace vague expressions in a consumer report with precise technical terms; use feedback from a peer conference to identify transition words and phrases to link ideas);
– revise drafts to ensure an effective style (e.g., use checklists or rubrics to assess the effectiveness of word choice, sentence construction, and rhetorical devices in a report; examine writing for consistent use of inclusive and anti-discriminatory language; read an essay or narrative aloud to check that diction and style are appropriate to the topic and audience);
– revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy (e.g., incorporate researched material consistently, using parenthetical referencing, charts, graphs, diagrams, and bibliographies to support opinions and assertions).

Editing, Proofreading, and Publishing

By the end of this course, students will:

– cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);
– produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., submit a report with the sources of information documented and charts, tables, and/or graphics smoothly integrated into text; use graphics, fonts, and typefaces effectively to enhance the impact of a report; adapt an electronic template for a formal letter);

- identify strengths and weaknesses in their writing skills and create action plans for improvement;
- 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

- □ use parts of speech correctly and construct sentences to communicate ideas clearly and effectively (e.g., construct sentences using participial phrases that refer clearly to the intended noun or pronoun);
- □ use pronoun case and number correctly (e.g., use the proper case for *who* and *whom*; use *us* and *we* correctly before a noun; use the appropriate number for pronouns with antecedents such as *all, everyone, nobody*);
- □ use parallel structure for clarity when giving instructions and making reports (e.g., express equal ideas in the same grammatical form, balancing single words with single words, phrases with phrases, clauses with clauses; use parallel structure in the paragraphs of a report for clarity and emphasis);
- □ use coordinating, subordinating, and correlative conjunctions correctly to indicate logical connections among ideas;
- □ show understanding that grammar may be used unconventionally for a particular effect in advertising, poetry, or direct speech of characters in fiction and drama;

Spelling

- □ demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules for the use of hyphens, particularly in spelling compound adjectives; maintain a list of words that do not follow spelling rules);
- □ spell correctly specific business, technical, and literary terms used in course materials;
- □ use a variety of resources to flag possible errors and improve spelling (e.g., refer to original sources such as letters, catalogues, and directories for the spelling of names, companies, and products; consult an up-to-date dictionary for the spelling of hyphenated words);

Punctuation

- □ use punctuation correctly to achieve clarity, and for stylistic effect (e.g., use punctuation to show the grammatical relationships between words or parts of sentences; use punctuation to add clarity and emphasis to a report).

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of language to read, write, and speak effectively, with a focus on choosing, developing, and sustaining an appropriate style;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in interviews and presentations of portfolios and independent study projects.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

– apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words (e.g., read articles in a news magazine and describe how the context might help them decipher the meaning of new or unfamiliar words; use a thesaurus to find synonyms for a word and systematically substitute to assess the effect of different word choices);

– analyse the origins and roots of words used in different areas of science, business, and technology (e.g., computer studies, hospitality services, communication technology, financial services, health care);

– identify and use specialized business and technical vocabulary and consolidate their use of a plain-language style in reports and essays;

– express themselves effectively in a variety of spoken and written communications, with a focus on using specialized vocabulary and figurative language and sustaining an appropriate style (e.g., select precise and specialized vocabulary in revising an independent study report; select arresting vocabulary and figures of speech to use in a simulated political debate);

– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

By the end of this course, students will:

– communicate orally for a variety of purposes, with a focus on extending information and ideas; exploring possibilities; drawing conclusions; understanding and using business and technical concepts and language; and assessing ideas and arguments for coherence, relevance, omissions, and values (e.g., prepare for an interview for a summer job connected with a specific college program; present a portfolio of student work to a panel of adjudicators);

– communicate orally in group discussions, applying such skills as the following: contributing to and leading productive discussions; suggesting directions and solving problems within the group; connecting ideas and arguments to other knowledge; making inferences; summarizing significant ideas and issues; recording key information; reporting on the process used by the group to make decisions; and fulfilling roles and completing tasks as required to produce high-quality presentations and products;

- use critical listening skills to analyse and assess the content of oral presentations (e.g., detect assumptions, omissions, and perspectives; assess the validity of the arguments, evidence, and conclusions; ask questions to extend understanding; write accurate summaries using appropriate technical language);
- plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising;
- use techniques for making effective oral presentations, with a focus on previewing, reviewing, summarizing, using parallel structure, sustaining an appropriate tone, and incorporating props, handouts, charts and other visual aids, and technology;
- identify strengths and weaknesses in their oral communication skills and create an action plan for improvement.

Media Studies

Overall Expectations

By the end of this course, students will:

- analyse relationships among media forms, representations, audiences, and industry practices to explain how a variety of media works communicate messages;
- demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

– demonstrate critical thinking skills by identifying bias and analysing messages in media works (e.g., write an essay describing aspects of Canadian culture as represented in a range of Canadian television programs; explain the impact of cross-promotional marketing associated with a film);

– explain how the form, style, and techniques in media works convey messages with social or ideological implications (e.g., write a report investigating the social implications of the representation of heroes, villains, and conflict in electronic media);

– explain the relationship between media works and their audiences (e.g., analyse the reactions of the local community and other audiences to a film, television series, or cable channel, and explain why different audiences interpret messages differently; explain the effect of feedback from a preview audience on the final version of a media work);

– identify and explain how factors such as industry codes and government regulations affect media industry practices, including marketing and distribution methods (e.g., explain how codes and regulations influence children's television programming; analyse marketing campaigns in specific industries).

Creating Media Works

By the end of this course, students will:

– design or create media works based on ideas, themes, and issues examined in this course (e.g., create a short video, using available resources, on a business or technical topic for a clearly identified audience and describe how the video would be changed for a different audience; design an oral presentation to be made with and without media support and assess the effectiveness of each presentation);

– demonstrate an understanding of the relationships among form, purpose, audience, and production options in their creations, assess the effectiveness of the works, and analyse the choices made during the production process (e.g., develop and apply basic criteria for assessing the effectiveness of student media works; write a reflective report describing key production decisions and their results).

English, Grade 12, Workplace Preparation (ENG4E)

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

Prerequisite: English, Grade 11, Workplace Preparation

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of texts from various countries and cultures, with an emphasis on interpreting and assessing information, ideas, and issues;
- demonstrate an understanding of the elements of a range of forms of fiction, non-fiction, drama, poetry, and informational material;
- identify the elements of style in a variety of informational and literary texts, focusing on how the elements contribute to accurate and coherent communication.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

– use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources (e.g., explore the language and organization of the classified advertisements section of a newspaper from the viewpoint of a consumer; explain orally the information conveyed in graphs and charts; compare different kinds of information in business reports and reference directories from the viewpoint of a prospective employee);

– use knowledge of the elements of fiction, non-fiction, drama, and poetry to understand universal themes and global issues in literary texts (e.g., prepare a report on the problems faced by individuals and families in a selection of short stories; investigate accounts by individuals whose lives have made a positive impact locally, nationally, or internationally on a global issue);

– interpret and assess explicit and implicit information, ideas, and issues in literary and informational texts (e.g., assess the effectiveness of the ending of a story or play in relation to the plot, characters, or theme; make inferences about the values and beliefs of the school community from the stated and implied information in the school code of behaviour; compare articles on similar topics and identify inconsistencies and ambiguities in the texts);

– describe a variety of reading strategies and use them to understand specific texts, with an emphasis on previewing the index and appendices in a book, listing key details included and excluded, using diagrams and charts to clarify meaning, and sorting and categorizing information from texts;

– explain the influence of the personal, cultural, political, and economic values and perspectives of authors and readers on texts and interpretations of texts (e.g., describe their own and others' interpretations of stories about the oppression of children, on themes such as child labour or children in concentration camps during the Second World War).

Understanding the Forms of Texts

By the end of this course, students will:

– explain how elements of specific forms influence meaning in informational texts (e.g., analyse the function of elements such as summaries, diagrams and charts, introductions, and conclusions in various informational texts; explain the importance of elements such as the table of contents, index, and bibliography in informational books);

– explain how elements of specific forms influence meaning in literary texts (e.g., explain the role of suspense, description, and humour in maintaining readers' interest in a novel; explain how the language of the narrator in a dramatic monologue reveals character).

Understanding the Elements of Style

By the end of this course, students will:

– describe the language in a variety of informational and literary texts and explain how it is used to create an appropriate voice and style to communicate information, ideas, and emotions (e.g., explain how the use of appropriate business and technical language gives authority to a writer's ideas; explain why writers combine plain language and specialized terms in technical writing; describe the effect of the use of concrete and abstract language in a poem);

– describe the rhetorical and literary devices, such as allusion and irony, used in literary and informational texts, and explain how the devices enhance the meaning (e.g., explain the dramatic irony in a play and how it contributes to the theme; discuss how allusion and irony convey meaning in newspaper columns and magazine articles);

– explain the impact of the authors' choices of language and stylistic devices on the reader by examining their own and others' interpretations of the style of texts;

– explain how authors and editors use design elements to organize content and communicate ideas (e.g., compare the function of borders, shading, colour, type style, type size, and page layout in magazines for different audiences; assess the contribution of graphs, flowcharts, and timelines in business reports).

Writing

Overall Expectations

By the end of this course, students will:

- use a variety of print and electronic sources to gather information and ideas and to develop topics for personal, school-related, and workplace-related writing;
- identify the informational and literary forms suited to various purposes and audiences and use the forms appropriately;
- use a variety of organizational structures and patterns to produce coherent and effective written work;
- revise their written work, collaboratively and independently, with a focus on accuracy of information, coherent organization, clear expression, and appropriate voice and style;
- edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– investigate potential topics for written work, including an independent study project, by formulating questions, identifying information needs and purposes for writing, and developing research plans to gather information and ideas (e.g., consult relevant newspaper and magazine articles and books to select, broaden, or narrow a topic; search job databases for information on personal career opportunities and job-search skills);

– classify and organize information, ideas, and sources to suit specific forms and purposes for writing (e.g., use index cards to classify and order information and ideas for an oral, written, or multimedia presentation; cluster key images for writing a poem; use a chart to compare how two different plays convey two different moods);

– analyse information and ideas gathered from a variety of print and electronic sources to determine whether the information and ideas are sufficient, relevant, and suitable to the form and purpose for writing;

– use information and ideas from prior knowledge, personal experience, and research to develop content for personal, business, and technical writing (e.g., use personal experience and information from interviews with employers and employees to write a report about workplace safety; create an action plan and portfolio for a job search).

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– select and use an appropriate form to produce written work for a specific audience and purpose (e.g., outline a study plan or course of action in an e-mail message to a teacher; write a covering letter to accompany an application for a job; use an e-mail format to write a memo for supervisors and co-workers about a new product);

– use literary and informational texts as models of writing for specific purposes and audiences;

– select and use a voice and style appropriate to the specific purpose and intended audience of business, technical, workplace,

and personal communications (e.g., use an informal, conversational style in a personal letter; use a plain, concise style in a report; use a plain, factual style to write a statement for the police describing an accident).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

- apply knowledge of report structure to organize written reports, using:
  - □ an introduction that identifies the topic and explains its significance or poses an inquiry question;
  - □ a body that presents information and data in connected and coherent paragraphs supported by graphics, illustrations, and charts;
  - □ a conclusion that presents insights or recommendations;
- apply knowledge of essay structure to organize short essays, using:
  - □ an introduction that engages the reader and introduces the topic or controlling idea;
  - □ a body that develops ideas logically and coherently and incorporates supporting examples and anecdotes;
  - □ a conclusion that follows logically from the introduction and body and presents a summary or generalization;
- use patterns such as cause and effect, problem-solution, classification, or positives and negatives to organize information and ideas in reports and short essays (e.g., use classification or problem-solution to organize a report about workplace safety; use a cause-and-effect pattern in a personal essay about success in school or work; use positives and negatives to develop a thesis in a short essay about a global issue).

Revising Drafts

By the end of this course, students will:

- revise the content and organization of drafts by adding relevant details and examples, restructuring information, and strengthening connections between ideas (e.g., integrate and synthesize data by summarizing information from several sources; add details to a letter giving advice about alternative solutions to a conflict);
- revise drafts to improve vividness, accuracy, and effectiveness of expression (e.g., assess the effectiveness of language in a formal letter of complaint; use feedback from a peer conference to select alternative words and phrases in a poem);
- revise drafts to maintain an appropriate voice and style (e.g., modify the language in a workplace memo to reflect a manager's "voice"; revise a report for consistent use of a plain-language style appropriate to the workplace; examine the pronouns used in written work for consistency of person and gender; use a checklist to examine writing for consistent use of inclusive and anti-discriminatory language);
- revise drafts to integrate researched information, ideas, and quotations in an ethical manner (e.g., provide a context for quoted materials; use transition words and phrases to link information from different sources).

Editing, Proofreading, and Publishing

By the end of this course, students will:

- cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., acknowledge reference materials in bibliographies and parenthetical references or footnotes);

– produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., adapt electronic templates to create a résumé and covering letter for a job application; select the most effective fonts, typefaces, and type sizes to publish an instruction manual);
– identify strengths and weaknesses in their writing skills and create action plans to improve these skills for success in careers and the community;
– 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

□ use parts of speech correctly and construct sentences to communicate ideas clearly (e.g., use correctly the comparative and superlative degrees of adjectives and adverbs; place words such as *only*, *nearly*, *scarcely*, *always*, *just*, and *even* where they make the intended meaning clear to the reader; avoid using reflexive pronouns such as *myself*, *themselves* in compound subjects and objects);

□ use parallel structure for clarity in lists and instructions (e.g., use the same grammatical form for items in a list; use the imperative consistently when writing instructions);

Spelling

□ demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules and patterns for doubling final consonants before a suffix; spell as separate words commonly used expressions such as *a lot*, *in between*, *every time*);

□ use commonly confused words correctly (e.g., learn spelling and use of *adapt/adopt*, *choose/chose*, *complement/compliment*, *desert/dessert*, *loose/lose*);

□ use a variety of print and electronic resources to flag possible errors and improve spelling (e.g., refer to original sources such as letters and catalogues for the spelling of names, companies, and products; consult directories for accurate business spellings);

Punctuation

□ use punctuation correctly to achieve clarity in writing (e.g., use punctuation consistently within a text; recognize that the principle of clarity is most important in governing the use of individual marks of punctuation).

Language

Overall Expectations

By the end of this course, students will:

- use knowledge of vocabulary and language to read, write, and speak competently, with a focus on choosing, developing, and sustaining an appropriate voice and tone in personal, creative, and workplace-related communications;
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using specialized language appropriately in interviews, oral reports, and meetings.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

By the end of this course, students will:

– apply a variety of strategies to extend vocabulary, with an emphasis on acquiring the language proficiency needed to function as responsible citizens, pursue careers, and participate in the community (e.g., keep a personal list of significant words and phrases related to renting an apartment, buying insurance, and owning a car; use knowledge of roots, prefixes, and suffixes to extend vocabulary; compare vocabulary and sentence patterns used in a formal business letter and a personal e-mail message on the same topic);

– explain the meaning and function of words and expressions specific to various community and workplace contexts (e.g., report on vocabulary specific to their own work or community service; list and define words from classified advertisements to use in applying for a job; role-play a workplace meeting and assess the impact of each speaker's language);

– select and use appropriate language to communicate in a consistent voice and tone in a variety of spoken and written communications (e.g., simulate workplace telephone conversations or interviews; write a letter of complaint to a store manager about bad service; compose a thank-you letter to the school's parents' council to express appreciation);

– recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., refer to recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

By the end of this course, students will:

– communicate orally for a variety of purposes, with a focus on assessing the validity of main arguments and supporting details; applying information and ideas in new situations; using specialized language appropriately; exploring alternatives; and identifying values, priorities, and perspectives;

– communicate orally in group discussions, applying such skills as the following: contributing productively to discussions; setting priorities; recording and assessing key information; summarizing the discussion; reporting on the process used by the group to solve problems; and completing

tasks as required to produce high-quality presentations and products;

- use critical listening skills to understand the content of oral communications (e.g., note the order in which information and examples are presented; ask questions to extend understanding and explore alternatives; make checklists and reminders based on oral communications);
- use techniques for making effective oral presentations, with a focus on organizing material coherently, choosing relevant examples, using pauses and repetition, incorporating visual aids and technology, providing opportunities for questions, and following accepted protocol at meetings;
- identify strengths and weaknesses in their oral communication skills and make an action plan to improve these skills for success in the workplace and community.

Media Studies

Overall Expectations

By the end of this course, students will:

- use knowledge of the characteristics of media forms, representations, audiences, and industry practices to assess a variety of media works;
- demonstrate an understanding of the connections among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

By the end of this course, students will:

– demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., prepare an oral presentation on bias in a TV documentary; identify aspects of Canadian culture as represented in a range of Canadian television programs and films; write a report describing how a marketing campaign is constructed to appeal to a specific audience);

– explain how the key elements of a variety of media forms are used to communicate information and/or to influence people (e.g., compare the techniques used in instructional videos and printed manuals about using a household appliance; assess how language is used in advertisements to influence consumers);

– explain the relationship between audience and interpretation by analysing the reactions of different audiences to a variety of media works (e.g., listen to an open-line phone-in radio program and discuss the relationship between its content and the demographics of the audience);

– explain the connections between media works, media industry practices, including marketing and distribution methods, and such factors as industry codes and government regulations (e.g., report on the marketing of toys and fast food related to movies; assess the effects of Canadian content regulations on local radio and television programming).

Creating Media Works

By the end of this course, students will:

– design or create media works based on ideas, themes, and issues examined in this course (e.g., create a photo essay on workplace safety for a clearly identified audience and describe how it would be changed for a different audience; create a commercial for a school event to be aired on one or more local radio stations);

– demonstrate an understanding of the connections among form, purpose, audience, and production options by describing design and production choices made during the creation of media works (e.g., write a short personal essay describing the solutions to practical and economic challenges encountered in the creation of a media work).

Optional Courses

Canadian Literature, Grade 11, University/College Preparation (ETC3M)

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

Prerequisite: English, Grade 10, Academic or Applied

Reading and Interpreting Canadian Literary Texts

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of Canadian fiction, drama, poetry, and non-fiction from diverse cultures, regions, and time periods;
- demonstrate an understanding of the use of form, language, voice, and style to communicate meaning and enhance the impact of Canadian literary texts;
- demonstrate knowledge and understanding of a variety of interpretations of Canadian literary texts;
- analyse the function and significance of Canadian literature in society.

Specific Expectations

Understanding Meaning in Canadian Literary Texts

By the end of this course, students will:

– interpret a variety of Canadian literary works;

– interpret Canadian literary texts in performance or recorded on film or tape;

– explain the major themes and issues in Canadian literary texts (e.g., make a group presentation on the representation of nature in a poet's work; compare authors' treatments of immigrant experiences in Canadian literature);

– select and use reading strategies to understand Canadian literary texts (e.g., discuss regional and historical contexts before reading a novel; keep a list of unfamiliar and distinctive Canadian words and expressions while reading a play; reread a story after consulting reference sources about allusions encountered in the text).

Understanding Form and Expression in Canadian Literary Texts

By the end of this course, students will:

– identify elements of literary forms in Canadian literary texts and explain how they are used to communicate meaning and enhance impact (e.g., analyse the use of action and suspense in a short story to engage the reader; discuss the use of flashbacks or multiple narrators to deepen or broaden meaning in a Canadian novel);

– explain how language is used in Canadian literary texts to communicate meaning and enhance impact (e.g., keep an annotated list of effective words and expressions from texts; explain why the use of regional dialect is an important element of characterization in a Canadian play);

– explain how voice and style are used in Canadian literary texts to communicate meaning and enhance impact (e.g., explain how a novelist uses first-person narration to establish and maintain a distinctive voice; write an essay about the style of a Canadian author based on representative works).

Understanding Interpretations of Canadian Literary Texts

By the end of this course, students will:

– analyse their own and others' interpretations of a variety of Canadian literary texts (e.g., generate questions about a Canadian novel and discuss them with peers; compare their own interpretations with those of professional critics to debate the merits of a Canadian film; compare literary reviews from a website on a Canadian author);

– research critical interpretations of Canadian literary texts in print and electronic sources and summarize their key ideas (e.g., report to group members the main ideas from critical articles on a novel; compile an annotated bibliography of secondary sources on a national or regional theme or issue);
– explain how the historical and regional contexts of the works and the differing perspectives of readers influence interpretations of Canadian literary texts (e.g., research the historical and regional background to help understand a specific text; produce a videotaped interview or audiotaped oral history to depict the historical period of a novel; compare interpretations of a Canadian short story in a small group and account for the differences);
– select and use appropriate strategies to understand specialized language and complex concepts in literary criticism (e.g., apply contextual information or consult a specialized reference source to understand unfamiliar concepts or terminology; summarize the key ideas in a critical essay).

Understanding the Social Purposes of Canadian Literary Texts

By the end of this course, students will:

– describe distinctive values, attitudes, and viewpoints in Canadian literary texts (e.g., draw conclusions about the social norms and behaviours of Canadians by examining characters in a selection of short stories; discuss the variety of attitudes to the geographical vastness of Canada by writers of Canadian essays and poetry);
– explain how Canadian literary works comment on the human condition or present universal themes or global issues (e.g., write a letter to the author of a literary text regarding the portrayal of members of a particular gender, class, or culture; make a small-group presentation about the diverse influences on a work of Canadian literature).

Responding to Canadian Literary Texts

Overall Expectations

By the end of this course, students will:

- produce personal and critical responses to a variety of Canadian literary texts;
- produce creative responses to a variety of Canadian literary texts.

Specific Expectations

Responding Personally and Critically to Canadian Literary Texts

By the end of this course, students will:

– compare their own thoughts, feelings, attitudes, beliefs, and values to those expressed in Canadian literary texts (e.g., record observations about the values and beliefs expressed in the work of several authors; share interpretations in a group to explore and clarify ideas, themes, and issues and to negotiate a common interpretation of a Canadian literary text);

– produce critical responses to ideas, themes, and issues presented in Canadian literary texts (e.g., write a review of a Canadian literary text evaluating its effectiveness in communicating ideas for a specific purpose to a specific audience; write an analytical academic essay discussing ideas presented in a novel in the light of a critical theory about Canadian literature).

Responding Creatively to Canadian Literary Texts

By the end of this course, students will:

– adapt a character, scene, or idea from a Canadian literary text for presentation in another form or medium (e.g., role-play a conflict from a Canadian novel, including possible resolutions; compose a television script based on a Canadian short story);

– design and create, individually or collaboratively, literary or media works in response to Canadian literary texts (e.g., create visual images to illustrate a Canadian poem, story, or novel; create a multimedia presentation about a Canadian short-story writer);

– explain how the works created or adapted reflect key ideas, themes, and issues in Canadian literary texts (e.g., make an oral presentation explaining how their creative choices reflect aspects of Canadian literary texts).

Literacy Skills: Reading and Writing, Grade 11, Open (ELS3O)

This course emphasizes the strengthening of essential reading and writing skills. Students will read short plays, short stories, novels, poems, and newspaper and magazine articles and opinion pieces, with particular attention to locating important information, identifying main ideas and supporting details, extending personal knowledge, responding imaginatively, and using specific strategies to expand vocabulary. An important focus will be on writing clear, accurate, and coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling.

Prerequisite: None

Reading Skills

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of a variety of contemporary texts;
- demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
- explain the use of specific elements of style in a variety of contemporary texts;
- use a variety of strategies to understand words encountered in texts.

Specific Expectations

Understanding the Meaning of Texts

By the end of this course, students will:

– read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively (e.g., read a short story as a model for writing; read a magazine article on a topic of personal interest and report on the main ideas and details to a small group);

– use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their own strengths and weaknesses in reading and set goals for improvement);

– use knowledge of the organization of texts to locate relevant information (e.g., create chapter titles to identify plot details in a novel; use headings, table of contents, and the index to find specific information in a text; refer to illustrations and diagrams to clarify information; explain the role of the introduction, body, and conclusion of a short essay in communicating the main idea; use knowledge of the organizational pattern of a text, such as comparison and contrast or cause and effect, to locate answers to questions about the text);

– make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts (e.g., make judgements about a character's values based on implicit and explicit information in a short story; read a magazine article and discuss the perspective of the writer; chart explicit information about a character in a short story; state the main idea in an opinion piece and list supporting details; differentiate between fact and opinion in a magazine article);

– compare their own interpretations of texts with those of others (e.g., record responses to self-selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different

interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts).

Understanding the Forms of Texts

By the end of this course, students will:

- use knowledge of the elements of drama, with an emphasis on plot, character development, conflict, and dialogue, to understand and interpret plays;
- use knowledge of the elements of the short story, with an emphasis on events, character, setting, and theme, to understand and interpret short stories;
- use knowledge of the elements of the novel, with an emphasis on plot, character, setting, and theme, to understand and interpret novels;
- use knowledge of the elements of poetry, with an emphasis on form, rhyme, rhythm, and imagery, to understand and interpret poems;
- use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (*who*, *what*, *where*, *when*, and *why*?), titles, subtitles, and accompanying photographs, to understand and interpret these texts.

Understanding the Elements of Style

By the end of this course, students will:

- describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);
- explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information (e.g., explain the explicit comparison made in a simile and discuss how it adds to meaning; identify the implied comparison made in a metaphor and relate it to the theme of a poem; describe the use of literary devices such as hyperbole, personification, irony, and simile for impact or emphasis in texts).

Building Vocabulary

By the end of this course, students will:

- preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);
- use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);
- use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);
- use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words.

Writing Skills

Overall Expectations

By the end of this course, students will:

- investigate information and ideas for written work, using a variety of print and electronic sources;
- demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
- organize information, ideas, and supporting details in written work;
- revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
- edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

By the end of this course, students will:

– describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);

– make research plans based on information needs (e.g., identify possible sources of information on specific writing topics; set timelines to plan, research, draft, revise, and complete short research projects);

– locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);

– assess information to determine its relevance, sufficiency, and accuracy (e.g., classify information by topic and subtopics; assess the accuracy of information by comparing it with information from another source).

Choosing the Form to Suit the Purpose and Audience

By the end of this course, students will:

– demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);

– describe the form, purpose, and intended audience for each piece of writing;

– use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter).

Organizing Ideas and Information in Written Work

By the end of this course, students will:

- construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of simple, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);
- organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);
- organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay).

Revising Drafts

By the end of this course, students will:

- revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);
- revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);
- revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);
- revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);
- use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions (e.g., select and use specialized vocabulary to clarify technical information and complex concepts).

Editing, Proofreading, and Publishing

By the end of this course, students will:

- incorporate information from research into written work by using quotation marks and consistent documentation;
- describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);
- identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams or charts to a report for a bulletin-board display);

– edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

Grammar and Usage

□ identify the rules of subject-verb and pronoun agreement and apply them correctly;

□ identify and use correctly the principal parts of irregular verbs;

Spelling

□ identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);

□ spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);

Punctuation

□ identify the use of effective punctuation when reading and use punctuation correctly when writing.

Media Studies, Grade 11, Open (EMS3O)

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

Prerequisite: English, Grade 10, Academic or Applied

Media Texts

Overall Expectations

By the end of this course, students will:

- analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning;
- analyse media representations to describe their content, identify bias, and explain their impact on audiences.

Specific Expectations

Analysing Media Forms, Techniques, Style, and Language

By the end of this course, students will:

– identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning (e.g., in an oral presentation examine how a newspaper, a radio station, a television network, and a news website cover the same event, and explain how the differences affect interpretations of the event);

– identify and explain how media conventions and techniques influence the creation and interpretation of media works (e.g., describe how audience expectations about a western or a horror film are shaped by the use of a familiar formula; compare the production costs for a thirty-second TV commercial and a thirty-minute TV show and assess the implications of the findings; report on the controversy about the use of computer retouching in fashion photography and photo-journalism);

– analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view (e.g., analyse the language used in a sports broadcast and explain its purpose and effect; describe the narrative language used in an animated media work and state what themes and beliefs are being communicated);

– explain how aesthetic qualities in media works contribute to audience enjoyment and understanding (e.g., assess the effectiveness of colour in advertisements for particular purposes and audiences; identify and explain the emotional response evoked by background music in a range of films);

– explain how a media form changes when presented in a new communication context and assess the effect of the changes (e.g., describe the changes that occur when newspapers are presented on the Internet);

– explain the ways in which media influence and shape various environments and activities (e.g., describe how the televising of hockey or baseball games influences the appearance of the arena or stadium and the pace of the game).

Analysing Media Representations

By the end of this course, students will:

– analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations (e.g., create a collage of familiar stereotypes in the media and explain the overall impact of these images; compare media representations of work, vacation experiences, or family life with their own experiences);

- examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed (e.g., discuss how the message of a popular television program would change if the main characters were from a different socio-economic or ethnic group; explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements);
- analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern (e.g., analyse media coverage of the international response to a war or uprising; assess the effectiveness of public-service announcements in the media);
- analyse and explain the representations of behaviours and attitudes in media works (e.g., analyse the news coverage given to the achievements of a local hero; describe and explain the attitudes depicted during a conflict and its resolution in a feature film or television drama);
- compare and analyse the representations of people and issues in a variety of media and identify factors that may account for any differences (e.g., compare the coverage of social issues and current events in mainstream media with that in alternative periodicals, video documentaries, or on some specialty cable-TV channels; prepare an oral presentation about how the ownership and funding of a variety of media may influence their presentation of events).

Media Audiences

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the ways in which media businesses, sponsors, and advertisers target and attract audiences, and of how audiences use and respond to media works;
- analyse and draw conclusions about the influences of media and communication technology on society, culture, and the economy.

Specific Expectations

Analysing Audience Characteristics and Responses

By the end of this course, students will:

– compare their own and others' responses to a variety of media works and explain how the characteristics of audiences influence how the audiences interpret and enjoy particular works (e.g., observe over time, record, and explain their own and others' media use and preferences);

– explain how and why media businesses, sponsors, and advertisers identify and target audiences based on social and economic factors (e.g., discuss examples of products or TV programs that are targeted to different demographic groups; explain why certain commercials are aired during teen prime-time dramas; investigate and explain the rationale behind product placement in current feature films and television programs);

– explain how and why people use media and communication technologies (e.g., analyse information about people's media use from interviews, surveys, or studies of consumer demographics; report on how media are used to promote education or community participation).

Analysing the Impact of Media on Society

By the end of this course, students will:

– analyse the social, economic, and cultural contributions made by Canadian media industries (e.g., chart the growth of the film industry in Canada; research the Canadian animation industry and report on its economic and cultural impact);

– analyse the impact of media and communication technologies on interpersonal communications, commerce, education, family life, and work (e.g., research information for a report on the impact on people's lives of e-mail or cell phones);

– assess the impact of media and communication technology on the relationships among countries, cultures, and economies around the world (e.g., research the role of media and communication technologies in spreading the influence of North American popular culture around the world);

– assess the impact on society of the fact that most media are funded by revenue from advertising, admission fees, and public contributions (e.g., debate the advantages and disadvantages of the commercial and public sponsorship of arts and athletic events).

Media Production

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the interrelationship of form, content, and audience by creating media works for different audiences and purposes;
- describe production roles and responsibilities in a variety of media industries and identify key conditions that affect the production, financing, and distribution of media works.

Specific Expectations

Creating Media Works

By the end of this course, students will:

– select and use the conventions of a particular genre and appropriate techniques to produce media works (e.g., create suspense in a video by using low camera angles, eerie music, and dim lighting; design a website that includes animated clip art and coloured text; adapt a published short story for radio, selecting and using narrative techniques appropriate to the medium);

– select and use the appropriate level of language, tone, and point of view in creating media works for specific audiences and purposes (e.g., videotape or audiotape a mock colour commentary of a school sports event; create posters aimed at different groups to advertise a community event);

– adapt messages for different media and for different audiences and explain how the characteristics of media forms and audiences influenced production decisions and shaped the content (e.g., adapt a short story for a comic book or a website; write or produce a news story about the same event for radio and for the school newspaper; explain the choices made in creating a water-safety poster for adults and another for children);

– use appropriate production techniques to create a media work about an important social or cultural issue for a particular audience (e.g., create a website or print advertisement about drug abuse aimed at a teen audience; create a collage that presents alternative perspectives on a social issue);

– design a multimedia campaign to promote an institution or product (e.g., plan a campaign that includes print advertising, TV or radio commercials, a website, and clothing or other product tie-ins).

Examining Production Contexts, Roles, and Responsibilities

By the end of this course, students will:

– explain how copyright law and guidelines for protecting intellectual property rights affect Canadian media industries and audiences (e.g., report on the ethical and economic implications of copyright and digital sampling in the music industry; list the guidelines that exist for citing material from newspapers or magazines posted on the Internet; research the guidelines for using an artist's music in a film, video, or television program);

– explain how industry codes, government regulations, and commercial considerations affect the way in which media businesses operate (e.g., investigate prime-time

TV programming and suggest reasons for positioning top-rated programs in the schedule; compare the effects on media businesses of the regulations governing media ownership in Canada and in the United States; analyse various advertisements in relation to the Canadian Code of Advertising Standards);

– describe the various stages and responsibilities in the production of a media work (e.g., for a film or videotape, describe the concept or proposal stage, the development of the storyboard, and the responsibilities involved in the filming or videotaping process; use the website of a film studio, or other sources, to research ways in which a director interacts with writers, actors, and sound, camera, and lighting crews during the production process);

– explore career opportunities in the media and media-related businesses (e.g., write a report on the career opportunities for an editor, producer, cinematographer, carpenter, film lab technician, entertainment lawyer, actor, accountant, caterer, website designer, reporter, or photographer; visit a local media business such as a television studio or advertisement agency, or invite a speaker into the classroom, to learn about media production, careers, issues, or events).

Presentation and Speaking Skills, Grade 11, Open (EPS3O)

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: English, Grade 10, Academic or Applied

Preparing Presentations

Overall Expectations

By the end of this course, students will:

- identify and analyse the characteristics of effective presentations;
- plan presentations for specific purposes and audiences.

Specific Expectations

Understanding Effective Presentations

By the end of this course, students will:

– identify a range of presentation forms (e.g., oral reports, speeches, lectures, debates, public address announcements, panel discussions, book talks, storytelling, recitations, role-playing, seminars, sales presentations, interviews, and multimedia presentations);

– identify the presentation form appropriate for a specific purpose and audience;

– identify elements of style and organization in selected speeches by famous orators (e.g., compare the use of repetition, rhetorical questions, and climactic order in excerpts of speeches by Cicero, Sir Wilfrid Laurier, and Martin Luther King, Jr.; explain how Marc Antony's "Friends, Romans, countrymen" speech in Shakespeare's *Julius Caesar* uses emotional appeals to sway the audience);

– analyse the use of rhetorical and stylistic devices in oral presentations (e.g., explain how the use of climactic order heightens the impact of a speech; explain why the use of repetition for emphasis is an effective strategy in a debate);

– identify elements of style and organization in oral narrative (e.g., compare the use of the narrative and poetic elements in both a medieval and a contemporary ballad; retell an Aboriginal story using appropriate techniques);

– explain the techniques effective speakers use to make convincing presentations (e.g., describe the body language and vocal inflection used in a motivational speech; explain the importance of volume, pace of speech, pitch, tone of voice, eye contact, facial expression, posture, dress, movement, and gesture in effective presentations; assess the use of visual aids, periodic summations, and transition words to hold audience attention; assess the use of presentation software to emphasize key points in a sales presentation);

– describe conventions of oral and non-verbal communication in various cultures and how they affect the delivery of oral presentations (e.g., find and discuss information about how different cultures view the use of eye contact and body language during presentations).

Planning Effective Presentations

By the end of this course, students will:

– select an appropriate oral presentation form for a specific purpose and audience (e.g., plan a storytelling session to entertain an elementary class; rehearse an oral recitation of a poem for a presentation to the class about a poet);

– analyse the context and the needs of the audience when planning an oral presentation (e.g., make a floor plan of the presentation venue to decide on use of the space and select appropriate visual aids and technology for a multimedia presentation;

identify the prior knowledge, assumptions, expectations, and attention span of the audience in order to customize a book talk to meet its needs);

- select relevant and significant information from research to suit the purpose and audience (e.g., gather and organize relevant information about healthy lifestyles to engage a teenage audience; select a specific focus about workplace safety and supporting details to match the prior knowledge and needs of co-workers);
- apply knowledge of the characteristics of effective presentations in planning a variety of presentations for a range of audiences (e.g., begin a speech with a startling statistic to engage the interest of an audience of peers; search the Internet for images that may be downloaded and used in a slide presentation about a global issue for an audience of elementary students);
- select and use effective rehearsal strategies to practise and polish a presentation (e.g., try out a speech on peers or family members; rehearse a panel discussion or a group presentation to refine sequencing and transitions; set up and practise using audio-visual equipment, visual aids, and cue cards in the presentation venue);
- use appropriate strategies to increase confidence (e.g., memorization, repeated rehearsals, appropriate dress, relaxation and breathing exercises, mnemonic devices, visualization).

Making Presentations

Overall Expectations

By the end of this course, students will:

- communicate orally for a variety of specific purposes and audiences, using the forms, language, and techniques of effective oral presentations;
- use a variety of visual aids and technologies to clarify meaning and enhance the impact of presentations.

Specific Expectations

Making Effective Presentations

By the end of this course, students will:

– make presentations in a variety of forms for various purposes and audiences (e.g., debate a topical issue at a student assembly; tell a story to a younger audience; role-play a job interview; present a monologue adapted from a novel; make a multimedia presentation for senior citizens);

– use appropriate and effective language in oral presentations (e.g., use specialized language in a product or skill demonstration; use imagery or analogy to emphasize and clarify key points; use anti-discriminatory and inclusive language consistently);

– use appropriate techniques in oral presentations (e.g., use techniques such as rhetorical questions, repetition, and dramatic pauses in a speech promoting a student-operated business; provide information at an appropriate pace in a student seminar; vary volume, pitch, and inflection for emphasis and to maintain audience interest in an oral report);

– monitor audience reactions during a presentation and adapt delivery accordingly (e.g., ask questions to check audience understanding and engagement; rephrase main ideas for clarification; speed up delivery to recapture the attention of a restless audience; add humour to reinforce and emphasize key points; respond quickly, confidently, and appropriately to unexpected digressions, interruptions, or questions during the presentation).

Enhancing Presentations

By the end of this course, students will:

– create and use appropriate visual aids, such as flipcharts, posters, transparencies, slides, videos, tables, and graphs, to clarify meaning in presentations (e.g., prepare concise handouts for an audience; use a sound recording of a poem to enhance presentation in a poetry seminar; create animated graphics to emphasize a key point in a sales presentation);

– select and use appropriate technologies, such as videotapes, projectors, presentation software, and computers, to enhance the effectiveness of presentations (e.g., use a videotape of a news clip to illustrate a report on a current issue; use recorded music and slides to create atmosphere during storytelling; use a computer to manage a slide presentation).

Responding to Presentations

Overall Expectation

By the end of this course, students will:

- produce personal and critical responses to a variety of presentations.

Specific Expectations

Responding Personally and Critically

By the end of this course, students will:

– use techniques of effective listening to understand ideas and information in presentations (e.g., identify what they hope to learn from a lecture; make notes to record key points and organization during a speech; identify the implications and consequences of information provided in a presentation);

– assess the effectiveness of a presenter's ideas, arguments, and organization (e.g., assess the extent to which the needs of the audience have been met by the content of a presentation; use an evaluation checklist to assess clarity of arguments, persuasiveness, and quality of refutations in a debate; identify logical fallacies in oral presentations and assess the extent to which they undermine the credibility of the speaker's message; use a graphic organizer to track the organization of the ideas in a presentation);

– assess the effectiveness of techniques used in oral presentations (e.g., discuss in a group the three most effective techniques used in a presentation; develop criteria on which to base an assessment of a presenter's use of voice, gestures, and visual aids in a speech);

– provide objective and constructive feedback on rehearsals and presentations by peers (e.g., work with a partner to identify strengths and weaknesses during the rehearsal of a presentation; use peer conferences and checklists of specific criteria to provide feedback after presentations);

– compare their current oral communication skills with those required for effective presentations and create a plan for improvement (e.g., use suggestions from feedback to improve presentations; do research to identify the specific skills and types of oral presentations most relevant to careers they are interested in; set goals for future improvement).

Studies in Literature, Grade 12, University Preparation (ETS4U)

This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: English, Grade 11, University Preparation

Reading and Interpreting Literary Texts

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of literary texts from various periods and countries;
- demonstrate an understanding of how form, diction, syntax, voice, and style are used to communicate meaning and enhance the impact of literary texts;
- demonstrate an understanding of a range of critical interpretations of literary texts;
- assess the function and significance of literature in society.

Specific Expectations

Understanding the Meaning of Literary Texts

By the end of this course, students will:

– analyse a range of literary works, with an emphasis on in-depth study of particular genres, authors, themes, time periods, or countries;

– analyse literary texts in performance or recorded on film or tape;

– select, use, and adapt reading strategies to interpret challenging literary texts (e.g., research the social, cultural, and political context of a literary period before reading; reread a text to identify connections among ideas, incidents, characters, images, and themes; research critical assessments of an author's work);

– analyse how literary texts provide insight into diverse human experiences and perspectives (e.g., compare the representations of heroes in a range of poems and novels).

Understanding the Forms, Language, Voice, and Style of Literary Texts

By the end of this course, students will:

– identify elements of literary forms and evaluate their effectiveness in communicating meaning and enhancing the impact of texts (e.g., write an essay explaining how variations in chronological order or point of view are used to achieve multiple layers of meaning in a novel; compare how a similar idea is expressed in a sonnet and a free-verse poem);

– describe the diction and syntax used in literary texts and evaluate how effectively they help communicate meaning and enhance impact (e.g., assess the effect on the reader of inverted word order in a poem; describe how diction is used to reveal the social class of characters in a novel);

– describe the voice and style used in literary texts and evaluate how effectively they help communicate meaning and enhance impact (e.g., describe the distinctive voices in a novel with multiple narrators and assess the effect of their use for an independent study project on the contemporary novel).

Understanding Interpretations of Literary Texts

By the end of this course, students will:

– analyse and assess their own and others' responses to a range of literary texts (e.g., record and assess a group's responses to sections of a novel; write an analytical academic essay comparing critical reviews of a poem with their own interpretation);

– demonstrate an understanding of key concepts and specialized terms in literary criticism (e.g., consult a glossary of literary terms or specialized reference sources to understand unfamiliar terminology and allusions; explain concepts and specialized language used in critical interpretations of

a film; use the specialized language of literary criticism appropriately and effectively in an analytical academic essay);

– analyse and assess critical interpretations of literary texts researched through the use of print and electronic sources (e.g., write a brief synopsis of a critical article and assess the degree to which it increases understanding of a play; create an annotated bibliography of secondary sources, assessing their usefulness for helping readers understand a novel);
– analyse literary texts by applying key literary concepts (e.g., explain the use of archetypes in short stories; analyse the power relationships among characters from different social classes in a novel or film; discuss how a psychoanalytical interpretation helps clarify the motivations and actions of a tragic hero; debate whether a poem has only one meaning that resides solely in the text or whether each reader negotiates a unique meaning based on personal background and experience);
– analyse how social, cultural, and political contexts and the perspectives of various readers influence the interpretation of literary texts (e.g., explain the appeal of a play that has been presented successfully in different parts of the world; analyse the influence of contemporary social attitudes about gender and race on our understanding and interpretation of a play or novel from another historical period).

Understanding the Social Purposes of Literary Texts

By the end of this course, students will:

– analyse the relationships between literary texts and the social, cultural, and political contexts in which they were created (e.g., explain why certain authors have been persecuted or certain literary texts suppressed; conduct research to explain the effect of literary works that have had a significant impact on society);
– analyse and assess the social functions of literary texts (e.g., prepare an independent study project about how literature defines, reinforces, or challenges commonly held values; explain how a contemporary novel or play contributes to public dialogue on a social issue; explain the impact on society of selected works of literature).

Responding to Literary Texts

Overall Expectations

By the end of this course, students will:

- produce personal and critical responses to a range of literary texts and criticism;
- produce creative responses to a range of literary texts and criticism.

Specific Expectations

Responding Personally and Critically to Literary Texts

By the end of this course, students will:

– explain ideas, intuitions, and feelings evoked by literature (e.g., discuss possible interpretations of an image to understand a theme in a poem; keep a graphic record of personal reactions to ideas from primary and secondary sources; describe and explain personal responses in a group to clarify and challenge the ideas, issues, and themes in a text and to negotiate a common interpretation);

– produce critical responses to ideas, themes, and issues presented in a range of literary texts (e.g., evaluate the relationship between the structure and ideas in a sonnet; challenge the values conveyed in plays of the Theatre of the Absurd for an independent study project);

– produce critical responses to interpretations of texts and theories of literary criticism (e.g., analyse a particular interpretation of a novel to identify significant evidence from the text that is not included in the interpretation; debate the critical view that meaning resides solely in the text).

Responding Creatively to Literary Texts

By the end of this course, students will:

– design and create, individually or collaboratively, literary or media works in response to literary texts (e.g., write a satire exposing the human foibles and social follies of characters in literary texts; write and perform an original short play extending a theme in literature);

– adapt a character, scene, or idea from a literary text for presentation in another form or medium (e.g., role-play characters from a novel in a trial situation; use ideas and themes from a poem as the basis of a short story);

– assess the extent to which their created or adapted works expand understanding of ideas, themes, and issues in the original literary texts (e.g., use a class-developed rubric to assess the effectiveness of the created or adapted works; make an oral presentation explaining how the work created or adapted underlines the continuing relevance of the original text).

The Writer's Craft, Grade 12, University Preparation (EWC4U)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

Investigating the Writer's Craft

Overall Expectations

By the end of this course, students will:

- analyse and assess how techniques, diction, voice, and style are used in a range of forms of writing to communicate effectively;
- demonstrate an understanding of how various writers think about and practise the craft of writing.

Specific Expectations

Analysing Models of Writing

By the end of this course, students will:

– analyse a variety of forms of writing, including poems, personal essays, narratives, stories, plays, and specialized informational texts, to evaluate their effectiveness;

– describe the distinctive elements and conventions of a range of forms within specific genres (e.g., compare the conventions of different poetic forms, such as the sonnet and the dramatic monologue; explain the use of headings, table of contents, indexes, glossary, and appendices in a scientific report; analyse the content and journalistic style found in national, local, and community newspapers);

– assess the relationships among the ideas in a passage, its purpose and audience, and the writer's choices of techniques, diction, voice, and style (e.g., discuss the author's choice of voice and style to address a business-related issue in a persuasive article; assess the use of specialized vocabulary, plain-language style, and illustrations in informational texts for a general audience; evaluate the extent to which style and structure influence the content of a literary work for an independent study project).

Understanding the Writer's Craft

By the end of this course, students will:

– analyse interviews with and articles by a variety of writers about the craft and practice of writing to increase knowledge of the techniques, skills, and processes of writing;

– analyse selected works and articles by writers from around the world to assess their practices and beliefs about writing;

– conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them (e.g., contact authors and publishers electronically; submit writing for assessment on the Internet; research writers' trade magazines for publication opportunities; interview professional writers in a variety of specialized fields).

Practising the Writer's Craft

Overall Expectations

By the end of this course, students will:

- produce writing for a range of purposes and audiences with an emphasis on well-developed content and the effective use of appropriate forms, techniques, diction, voice, and style;
- assess the effectiveness of their own and others' written work.

Specific Expectations

Producing Effective Writing

By the end of this course, students will:

– write frequently to develop and practise writing skills, including incorporating vivid words and phrases, expressing ideas precisely, and experimenting with diction, syntax, sentence patterns, imagery, voice, and style, and maintain a portfolio containing their writing experiments throughout the course;

– write frequently for various purposes, including exploring ideas, feelings, and experiences; responding to the writing of others; and making inferences about the craft of writing (e.g., regularly compare their written explorations to identify imaginative approaches and to improve written work);

– write on both assigned topics and topics of their choice, with and without time constraints, for various purposes and audiences (e.g., produce a 200-word account of an incident as an in-class assignment; write a sonnet on a theme of their choice; write a 600-word personal human-interest essay for submission to a newspaper);

– produce written work for various purposes and audiences, including a major creative or analytical independent study paper, with emphasis on at least three forms selected from the following: poems, novels, stories, plays, media scripts, critical reviews, essays, opinion pieces, and reports;

– use information and ideas generated by research, discussion, reflection, reading, viewing, and exploratory writing to develop the content of written work;

– use an inquiry process to elaborate and refine the content of written work by reviewing what is already known, posing inquiry questions, analysing information, making inferences, thinking divergently, and testing hypotheses;

– organize information and ideas effectively to suit the form, purpose for writing, and intended audience;

– select appropriate techniques, diction, voice, and style and use them effectively to communicate ideas and experiences (e.g., use a reflective tone in an ode; use analogy to explain a complex idea in an essay or report; use a personal voice and style to write narratives based on personal knowledge and experience; use an interior monologue or stream-of-consciousness style to reveal character; use an authoritative voice in a critical review; consciously and consistently use anti-discriminatory and inclusive language);

– revise drafts to produce effective written work by refining content, form, technique, diction, voice, and style;

– edit and proofread written work, applying correctly the grammar, usage, spelling, and punctuation conventions specified for the compulsory Grade 12 University Preparation English course;

– produce thoughtful, effective publications and prepare them for distribution to wider audiences (e.g., apply desktop publishing techniques to enhance text for a school publication, using columns, graphics, pictures, design, colour, and borders; submit work to writing contests and celebrations; publish a poem or short story on an appropriate Internet website; format a major piece of original writing as an independent study project);
– use group skills effectively during the production of written work (e.g., participate in collaborative writing projects; share responses to works in progress).

Assessing Their Own and Others' Written Work

By the end of this course, students will:

– assess the creative choices made in producing their written work (e.g., the choice of content, form, techniques, diction, voice, and style in relation to the purpose and audience);
– assess the content, organization, style, and impact of drafts and final versions of informational and literary written work produced by peers, providing objective and constructive suggestions (e.g., discuss in a group the content and impact of a narrative; work with a partner to identify strengths and weaknesses in a draft of a poem; participate in a peer conference to provide feedback on a script in progress; assess the organization of the argument in an editorial; develop criteria to assess various forms of writing);
– demonstrate an understanding of the writing skills and knowledge required for success in various university programs and careers (e.g., use guest speakers, field trips, interviews, and print and electronic resources to investigate the types of writing required in university programs; research and report on the opportunities for publication for particular forms of writing; set goals for personal improvement in writing);
– use group skills effectively during the assessment of written work (e.g., make critical and constructive suggestions for revision; use feedback to improve their own and peers' writing).

Studies in Literature, Grade 12, College Preparation (ETS4C)

This course is for students with a special interest in literature. The course may focus on themes, genres, time periods, or countries. Students will study a variety of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also investigate critical interpretations and complete an independent study project.

Prerequisite: English, Grade 11, College Preparation

Reading and Interpreting Literary Texts

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a variety of literary texts from different periods and countries;
- demonstrate an understanding of how form, language, voice, and style are used to communicate meaning and enhance the impact of literary texts;
- demonstrate an understanding of a variety of interpretations of literary texts;
- analyse the function and significance of literature in society.

Specific Expectations

Understanding the Meaning of Literary Texts

By the end of this course, students will:

– interpret a variety of literary works with an emphasis on in-depth study of particular genres, themes, time periods, or countries;

– interpret literary texts in performance or recorded on film or tape;

– select, use, and adapt reading strategies to understand challenging literary texts (e.g., research the social context of a novel or play before reading; apply prior knowledge of a theme or image from other reading experiences to interpret a text; reread a text closely to relate repeated images to a theme; use a literary encyclopedia to research the biography and reputation of an author; use an electronic version of a literary text to track significant words or images);

– explain how literary texts provide insight into diverse human experiences and perspectives (e.g., discuss the difficulties young people experience in growing up as presented in a novel and a play).

Understanding the Forms, Language, Voice, and Style of Literary Texts

By the end of this course, students will:

– identify elements of literary forms, and assess their effectiveness in communicating meaning and enhancing the impact of literary texts (e.g., explain how the setting of a play is used symbolically to enhance the audience's understanding of a theme; compare how two poets use rhyme to engage the reader and reinforce meaning);

– describe the language used in literary texts and assess how effectively it helps communicate meaning and enhance impact (e.g., explain how the language used to describe the setting helps to create the mood in a short story; explain how vocabulary and language patterns are used to create distinctive characters in a play);

– describe the voice and style used in literary texts and assess how effectively they help communicate meaning and enhance impact (e.g., explain how a playwright uses soliloquy to reveal character; explain how a writer uses a pattern or series of images to reinforce a theme; explain why the sound of the language when a poem is read aloud can illuminate its meaning and enhance the audience's appreciation of the work).

Understanding Interpretations of Literary Texts

By the end of this course, students will:

- analyse their own and others' responses to a variety of literary texts (e.g., generate questions in response to a novel and discuss them with peers; compare reviews of a production of a play with their own interpretations);
- demonstrate an understanding of key concepts and specialized terms used in literary criticism (e.g., consult a glossary of literary terms or a specialized encyclopedia to understand unfamiliar terminology and references; make point-form notes on the similarities and differences in critical interpretations of a novel; use literary terms appropriately in an analytical essay);
- summarize key concepts in critical interpretations of literary texts researched through print and electronic sources (e.g., paraphrase and summarize in plain language the main points in a critical article; create an annotated bibliography of secondary sources, assessing their usefulness for helping readers understand a novel);
- explain how historical context and the perspectives of various readers influence the interpretation of literary texts.

Understanding the Social Purposes of Literary Texts

By the end of this course, students will:

- explain the connections between literary texts and the social and cultural contexts in which they were created (e.g., determine the social norms and behaviours, patterns of thought, and historical events that form the basis for a novel of social commentary; conduct research for an independent study project on the work of PEN, an organization that has, as one of its aims, helping writers whose works have been censored);
- explain the social functions of literary texts (e.g., explain the ways a Canadian novel defines, reinforces, or challenges commonly held values; explain how a play anticipates or predicts changes in society; explain how a film or a series of poems provides vicarious experiences, pleasure, and entertainment).

Responding to Literary Texts

Overall Expectations

By the end of this course, students will:

- produce personal and critical responses to a variety of literary texts and critical articles;
- produce creative responses to a variety of literary texts and critical articles.

Specific Expectations

Responding Personally and Critically to Literary Texts

By the end of this course, students will:

– describe thoughts and feelings evoked by literary texts (e.g., explore and clarify their responses in writing or through discussion; record on index cards personal reactions to ideas from primary and secondary sources; generate new questions for further discussion; share individual responses in a group to explore and clarify the ideas, issues, and themes in a text and to negotiate a common interpretation);

– produce critical responses to ideas, themes, and issues presented in literary texts (e.g., write a review of a film version of a literary work; assess whether the presentation of a controversial issue in a short story is balanced);

– produce critical responses to interpretations of texts by literary critics (e.g., debate the strengths of two critical views of a novel; find evidence in a play to refute an argument made by a literary critic).

Responding Creatively to Literary Texts

By the end of this course, students will:

– design and create, individually or collaboratively, literary or media works in response to literary texts (e.g., write a poem using the imagery and style of poetry studied; create a collage to demonstrate an understanding of the themes in a novel);

– adapt a character, scene, or idea from a literary text for presentation in another form or medium (e.g., create a panel discussion in which characters from a play defend their beliefs, decisions, and actions; adapt a short story for presentation as a radio drama);

– explain how the works created or adapted demonstrate an understanding of key aspects of literary texts (e.g., keep a learning log of creative choices made; use criticism they have studied as a model for writing a critical analysis of the works created or adapted).

The Writer's Craft, Grade 12, College Preparation (EWC4C)

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, College Preparation

Investigating the Writer's Craft

Overall Expectations

By the end of this course, students will:

- analyse how techniques, vocabulary, voice, and style are used in a variety of forms of writing to communicate effectively;
- demonstrate an understanding of how various writers think about and practise the craft of writing.

Specific Expectations

Analysing Models of Writing

By the end of this course, students will:

– analyse a variety of models of effective writing, including children's literature, poems, stories, excerpts from plays and novels, reports, articles, advertising copy, media scripts, news stories, and personal essays;

– describe the distinctive elements and conventions of a variety of forms within specific genres (e.g., describe the organizational patterns used in different types of short essays; compare the features of illustrated children's stories, such as length, repetition of illustrations and language, number of words on a page, and the relationship between text and pictures; compare the features of radio and television news copy);

– analyse and explain the connections among the ideas in a passage, its purpose and audience, and the writer's choices of techniques, vocabulary, voice, and style (e.g., describe the purpose of specialized vocabulary and plain-language style in reports, consistent voice in personal or informational essays, and onomatopoeic refrains in children's stories; discuss the writer's use of concrete and abstract words to develop ideas in a poem; analyse the connections between the content and the style and structure of a literary work for an independent study project).

Understanding the Writer's Craft

By the end of this course, students will:

– summarize interviews with and articles by a variety of writers about the craft and practice of writing to increase knowledge of the techniques, skills, and processes of writing;

– analyse selected works and articles by writers from around the world to compare their practices and beliefs about writing;

– conduct research to learn about a variety of careers in writing and communications and the skills needed to pursue them (e.g., chat with authors electronically on the Internet; research guides to the writers' market to learn about publication opportunities; attend readings by writers).

Practising the Writer's Craft

Overall Expectations

By the end of this course, students will:

- produce informational and literary writing for a variety of purposes and audiences, independently and collaboratively, with an emphasis on developing substantial content and using appropriate forms, techniques, vocabulary, voice, and style;
- assess the effectiveness of their own and others' written work.

Specific Expectations

Producing Effective Writing

By the end of this course, students will:

– write regularly for various purposes, including to explore ideas, feelings, and experiences; incorporate interesting words and phrases; respond to the writing of others; assess their own work; experiment with different choices of vocabulary, phrasing, sentence patterns, imagery, and style; and discuss writing with peers;

– use information and ideas generated from research, discussion, reading, viewing, and exploratory writing to develop the content of written work;

– construct the content of written work by reviewing what is already known, posing inquiry questions, analysing and interpreting information, imagining possibilities, and testing arguments, theses, and thesis statements;

– produce written work for various purposes and audiences in a variety of forms, including children's literature, poems, novels, stories, plays, reports, articles, advertising copy, media scripts, news stories, personal essays, and opinion pieces;

– organize information and ideas appropriately to suit the form, purpose for writing, and intended audience;

– select appropriate techniques, vocabulary, voice, and style and use them effectively to communicate ideas and experiences (e.g., use repetition and parallel structure to convey ideas clearly in a report; use imagery to convey abstract ideas vividly in a series of poems; use an authoritative voice in an editorial; select vocabulary to reveal character in dramatic monologue; consistently use anti-discriminatory and inclusive language);

– produce effective written work by revising drafts to refine content, form, technique, vocabulary, voice, and style;

– edit and proofread written work, applying correctly the grammar, usage, spelling, and punctuation conventions that are specified for the compulsory Grade 12 College Preparation English course;

– produce clear, effective publications and prepare them for distribution to wider audiences (e.g., apply desktop publishing techniques to enhance text for a school publication, using columns, graphics, pictures, design, colour, and borders; format a major piece of original writing as an independent study project; publish an article on an appropriate Internet website);

– use group skills effectively to produce written work (e.g., participate in collaborative writing projects; share responses to works in progress).

Assessing Their Own and Others' Written Work

By the end of this course, students will:

– explain creative choices made in producing their written work (e.g., the choice of content, form, techniques, vocabulary, voice, and style to suit purposes and audiences);

– assess the content, organization, style, and impact of drafts and final versions of written work produced by peers, providing objective and constructive suggestions (e.g., assess the organization of information in a report; work with a partner to identify strengths and weaknesses in a draft of a short story; participate in a peer conference to provide feedback on a poem in progress; develop criteria to assess various forms of writing; participate in a group discussion about the content and impact of a magazine article);

– demonstrate an understanding of the writing skills and knowledge required for success in various college programs and careers (e.g., use guest speakers, field trips, interviews, and print and electronic resources to investigate the types of writing required in college programs; research and report on the opportunities for publication for particular forms of writing; set goals for personal improvement in writing);

– use group skills effectively to assess written work (e.g., make suggestions for revision; use feedback to improve their own and peers' writing).

Communication in the World of Business and Technology, Grade 12, Open (EBT4O)

This course emphasizes practical writing and communication skills that are needed in the world of business and technology. Students will analyse the characteristics of effective models of business and technical communications; gather information to write reports, business letters, memos, manuals, instructions, and brochures; and integrate graphics and text, using technology appropriately for formatting and special effects. They will also make a number of oral and visual presentations.

Prerequisite: English, Grade 11, University Preparation, College Preparation, or Workplace Preparation

Investigating Business and Technical Communications

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the forms and content of business and technical communications and their purposes and audiences;
- identify characteristics of written, oral, and visual business and technical communications;
- explain the role of technology in producing effective business and technical communications.

Specific Expectations

Understanding Business and Technical Communications

By the end of this course, students will:

– identify topics and issues in a variety of business and technical communications, including reports, business letters, memos, manuals, instructions, brochures, contracts, and instructional videos (e.g., record the main idea and supporting details in a report on job sharing and flexible hours; summarize key information in a warranty or an insurance policy);

– identify the characteristics and needs of different types of audiences for business and technical communications, including experts, managers, technicians, employees, and the general public;

– identify the specific purpose and audience for a variety of business and technical communications (e.g., discuss whether an instructional manual has been written for experts or a general audience; develop criteria to determine whether a business letter or an instructional video is designed to inform or persuade);

– select and use appropriate strategies to understand business and technical communications (e.g., read headings to preview the content of a report or manual; role-play and exchange responses with a colleague to clarify understanding of an insurance policy; generate questions after viewing a training video).

Analysing Business and Technical Communications

By the end of this course, students will:

– identify the characteristics of effective business and technical communications, including clarity, accuracy, comprehensiveness, accessibility, conciseness, and correctness (e.g., explain how the use of specialized language can contribute to the accuracy and conciseness of a memo; describe how a plain-language style can increase the clarity and accessibility of instructions);

– identify specific elements of business and technical communications and describe their purpose (e.g., elements such as tables of contents, headings, marginal notes, tables, charts, diagrams, graphics, images, appendices, indexes, and glossaries);

– explain how elements of business and technical communications can be used to enhance their effectiveness and meet the needs of an audience (e.g., compare the effects of using a chart or text to convey data; discuss the contribution of diagrams and illustrations in a multimedia presentation for a general audience);

– identify the organizational patterns of business and technical communications, with an emphasis on sequential, chronological, spatial, order-of-importance, problem-solution, comparison-and-contrast, and cause-and-effect patterns (e.g., identify the use of sequential organization in

instructions; identify words that denote spatial relationships in an instruction manual; determine the organizational pattern used in an incident report).

Understanding the Role of Technology in Business and Technical Communications

By the end of this course, students will:

– explain the role of audio, visual, and telecommunications equipment, computer hardware and software, and presentation and desktop publishing programs in producing clear and effective business and technical communications;

– demonstrate an understanding of how sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, and scanners can clarify the meaning and enhance the visual impact of business and technical communications.

Creating Business and Technical Communications

Overall Expectations

By the end of this course, students will:

- produce written, oral, and visual business and technical communications for specific purposes and audiences;
- use technology appropriately to clarify the meaning and enhance the impact of business and technical communications;
- assess their own and others' business and technical communications.

Specific Expectations

Producing Business and Technical Communications

By the end of this course, students will:

– use the forms, elements, and organizational patterns of business and technical communications to communicate effectively (e.g., apply knowledge of how people read informational texts to plan an effective brochure; use directional and sequencing words and phrases to assist the reader in understanding written procedures; make an oral report using a cause-and-effect structure);

– use information and ideas gathered from a variety of print and electronic sources to generate content for business and technical communications on school-, career-, or workplace-related topics and issues (e.g., gather information from consumer reports to use in a memo recommending a purchase; use simulations, role-plays, and case studies to understand different perspectives on issues such as customer relations);

– select or adapt the content, forms, and organizational patterns of business and technical communications to suit the purpose and audience (e.g., organize key information for a video recognizing the achievements of employees; adapt the content of a memo to meet the needs of different audiences, such as an expert, a manager, a technician, or the general public);

– use graphics effectively in business and technical communications (e.g., present information from text or a spreadsheet in the form of a chart or graph; use diagrams and illustrations to emphasize main points in posted instructions);

– revise, edit, and proofread drafts to produce clear, accurate, well-organized, and grammatically correct business and technical communications (e.g., revise a business letter to include only the necessary details; rewrite a paragraph to express key ideas in point form; use software and on-line tutorials to revise, edit, proofread, and format business and technical communications).

Enhancing Business and Technical Communications

By the end of this course, students will:

– use a variety of audio, visual, and electronic aids to produce effective business and technical communications (e.g., leave clear, straightforward, and succinct voice-mail messages; select the appropriate features from a presentation-software program to emphasize key ideas);

– use sound clips, animation, pictures, illustrations, charts, and diagrams from the Internet, CD-ROMs, software programs, scanners, or other audio-visual equipment to enhance the visual impact of business and technical communications.

Assessing Their Own Business and Technical Communications

By the end of this course, students will:

- assess the content and style of business and technical communications they have produced (e.g., discuss in a group the content and visual appeal of a classmate's brochure; develop criteria to assess their own business and technical communications);
- assess drafts and final versions of business and technical communications by peers, providing objective and constructive suggestions (e.g., work with a partner to identify strengths and weaknesses of a draft of a report; use peer conferences and rubrics to provide feedback about a final product);
- explain the creative choices made to enhance the effectiveness of their own business and technical communications;
- demonstrate an understanding of the knowledge and skills required for success in various careers in business and technical communications (e.g., use guest speakers, field trips, and interviews to investigate the use of business and technical writing skills in various occupations; set goals for personal improvement in business and technical communications).

Some Considerations for Program Planning in English

Teachers who are planning a program in 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*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- English as a second language (ESL) and English literacy development (ELD)
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance to program planning in English are noted here.

Education for Exceptional Students. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may also be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC.

In English courses, accommodations to meet the needs of exceptional students as set out in their IEP may include the use of specialized equipment and learning aids such as Braille, magnification aids, voice-activated computers, audiotapes, and specialized computer programs, as well as the assistance of oral or sign-language interpreters or scribes. Some students may benefit from using alternative resources (some less complex, others more challenging), communicating through sign language, or working in flexible grouping arrangements.

The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the English curriculum. Information technology helps students in their written work and in the analysis of literary works and informational materials. 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). The secondary English curriculum can be very demanding for second-language learners. Their relatively limited vocabulary in English may make it difficult for them to read certain materials, and their relative inexperience with the conventions of English and with complex sentence patterns in a second language may make it difficult for them to write as fluently or correctly as some of their peers. Also, these students may not be familiar with some of the traditional literary works and common literary themes that their English-speaking peers have already studied.

Students who are learners of English as a second language will have the best chance of success in English programs where there are many opportunities for oral interaction with English-speaking peers. Teachers can make an asset of linguistic and cultural diversity in the classroom by encouraging students to share information about their respective languages and literary inheritances. Teachers should focus on the content and organization of ideas in students' written work, as well as on word choice, grammar, usage, spelling, and punctuation.

Career Education. Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research skills, practise expository writing, and learn strategies for understanding informational reading materials. Small-group work and oral presentations help students to express themselves confidently and to work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employment skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks.

Cooperative Education and Other Workplace Experiences. The knowledge and skills students acquire in English courses will assist them in their cooperative-education and work-experience placements. In all placements, students will be required to read and listen, carefully and with attention to detail, to messages, instructions, and information, in order to perform placement-related tasks and duties efficiently, responsibly, and safely. In some placements, students will need to apply the specialized knowledge acquired in the optional courses on business and technical communication and presentation and speaking skills. Certain placements will have a specific focus on English literacy skills. For example, in placements with newspapers, television and radio stations, schools, and libraries, students will use their knowledge and skills to analyse texts, to conduct research, to write and revise texts, and to create media works.

The Achievement Chart for English

The achievement chart that follows identifies four categories of knowledge and skills in English – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in *The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000*.)

The achievement chart is meant to guide teachers in:

– planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
– planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
– selecting samples of student work that provide evidence of achievement at particular levels;
– providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
– determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
– devising a method of final evaluation;
– assigning a final grade.

The achievement chart can guide students in:

– assessing their own learning;
– planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

– a standard provincial report card, with an accompanying guide
– instructional planning materials
– assessment videos
– training materials
– an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 11 and 12, English

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)	– demonstrates limited knowledge of forms, conventions, terminology, and strategies	– demonstrates some knowledge of forms, conventions, terminology, and strategies	– demonstrates considerable knowledge of forms, conventions, terminology, and strategies	– demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies
– understanding of information, ideas, concepts, and themes	– demonstrates limited understanding of information, ideas, concepts, and themes	– demonstrates some understanding of information, ideas, concepts, and themes	– demonstrates considerable understanding of information, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of information, ideas, concepts, and themes
– understanding of relationships among facts, ideas, concepts, and themes	– demonstrates limited understanding of relationships among facts, ideas, concepts, and themes	– demonstrates some understanding of relationships among facts, ideas, concepts, and themes	– demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes
– understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts	– demonstrates limited understanding of the uses and effect of rhetorical elements	– demonstrates some understanding of the uses and effect of rhetorical elements	– demonstrates considerable understanding of the uses and effect of rhetorical elements	– demonstrates thorough and insightful understanding of the uses and effect of rhetorical elements
Thinking/Inquiry	**The student:**			
– critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process
Communication	**The student:**			
– communication of information and ideas (e.g., through logical organization)	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (cont.)	**The student:**			
– communication for different audiences and purposes (e.g., choice of language and style)	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., essays, narratives, debates, poems, reports)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	**The student:**			
– application of required language conventions (e.g., grammar, usage, spelling, punctuation)	– uses the required language conventions with limited accuracy and effectiveness	– uses the required language conventions with some accuracy and effectiveness	– uses the required language conventions with considerable accuracy and effectiveness	– uses the required language conventions accurately and effectively all or almost all of the time
– application of oral communication and media conventions and techniques	– uses oral communication and media conventions and techniques with limited effectiveness	– uses oral communication and media conventions and techniques with some effectiveness	– uses oral communication and media conventions and techniques effectively	– uses oral communication and media conventions and techniques effectively and creatively
– application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)	– uses reading strategies with limited competence	– uses reading strategies with moderate competence	– uses reading strategies with considerable competence	– uses reading strategies with a high degree of competence
– application of the writing process (e.g., choice of topic, revision, use of resources)	– uses the writing process with limited competence	– uses the writing process with moderate competence	– uses the writing process with considerable competence	– uses the writing process with a high degree of competence
– application of technology (e.g., choice of tools and software, ethical use)	– uses technology with limited appropriateness and effectiveness	– uses technology with moderate appropriateness and effectiveness	– uses appropriate technology with considerable effectiveness	– uses appropriate technology with a high degree of effectiveness
– making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

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