



**Cours élaboré  
à l'échelon local  
donnant droit  
à un crédit  
obligatoire**



***ENGLISH***



**9<sup>e</sup> année**





# Table of Contents

|  |    |
|--|----|
| INTRODUCTION.....  | 5  |
| Literacy and Mathematical Literacy/Numeracy Skills.....  | 5  |
| Building Literacy Skills.....  | 5  |
| Building Mathematical Literacy/Numeracy Skills.....  | 6  |
| Building Essential Skills.....   | 7  |
| L'aménagement linguistique dans le contexte de l'école de langue française.....                      | 7  |
| Building Cultural Identity in a Minority Setting.....  | 8  |
| CHARACTERISTICS OF THE GRADE 9 LOCALLY DEVELOPED COMPULSORY CREDIT<br>COURSE IN <i>ENGLISH</i> ..... | 8  |
| Building on Literacy Acquired in <i>Français</i> .....   | 8  |
| Overall and Specific Expectations.....   | 9  |
| Strands.....   | 9  |
| Teaching Strategies.....   | 10 |
| Explicit Teaching.....   | 10 |
| The Three Phases of Explicit Teaching.....   | 11 |
| Building Confidence.....   | 11 |
| ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT.....  | 12 |
| RESOURCES FOR PROGRAM PLANNING.....  | 14 |
| GENERAL CONSIDERATIONS.....  | 14 |
| Education for Exceptional Students.....  | 14 |
| The Role of Technology in the Curriculum.....  | 16 |
| Anglais pour débutants (APD).....  | 16 |
| Career Education.....  | 17 |
| Cooperative Education, <i>PAJO</i> , and Other Workplace Experiences.....                            | 17 |
| Anti-discrimination Education.....   | 17 |
| Safety.....  | 18 |
| ENGLISH, GRADE 9 (EAE1L).....  | 19 |
| ACHIEVEMENT CHART FOR <i>ENGLISH</i> .....   | 36 |



# Introduction

The Grade 9 Locally Developed Compulsory Credit (LDCC) course in *English* focuses on the knowledge and skills that students need in order to be well prepared for Workplace Preparation Courses.

Students with widely ranging levels of competency will benefit from this *English* course; some of these students may be four years behind grade level with significant gaps in knowledge, concept understanding, and skills. The LDCC course in *English* meets the needs of these students and supports students in developing and applying the communication skills of speaking, listening, reading, and writing, as well as their knowledge of language conventions.

The LDCC course in *English* interconnects the following skills: literacy, mathematical literacy/numeracy, and workplace essential skills. All LDCC courses focus on students' acquisition of these skills.

## Literacy and Mathematical Literacy/Numeracy Skills

The Grade 9 Locally Developed Compulsory Credit Course in *English* gives students the opportunity to make meaningful connections between informational, literary, and media texts under study, and their personal experience. The course supports students in becoming confident speakers, listeners, readers, and writers. Students acquire the literacy and mathematical literacy/numeracy skills that they need in classroom, social, and workplace settings. Students develop critical thinking and communication skills that foster independent learning, as well as positive interaction with their peers and teachers.

### Building Literacy Skills

As stated in the Preface to *La littératie en tête* (2003), « Beaucoup d'élèves considérés comme à risque n'ont pas réussi à acquérir les habiletés de base en littératie. Cette "métadiscipline" – qui transcende toutes les autres disciplines – est pourtant impérativement préalable à l'acquisition des contenus des différentes matières. [...] Dans le cadre d'un cheminement fructueux pour tous les élèves, la littératie doit être considérée comme essentielle et inhérente<sup>1</sup>. » Research and classroom experience show that the most effective way to improve student achievement in all subject areas is to develop literacy skills.

When a math teacher demonstrates how to *skim* or *scan* for *keywords* to help students solve complex math problems, these skills also prepare them to read any subject text more effectively. When a science teacher uses a *web* or a *concept map* to make an assumption about an ecosystem, he or she reinforces literacy strategies for students. Students who are explicitly taught a variety of reading, writing, and oral communication skills, and become adept at using them, are then able to apply those skills in other contexts. Oral communication skills – both speaking and listening – are at the very foundation of literacy.

The overall and specific expectations of the LDCC course in *English* have been organized by skills under the following headings: Developing Speaking and Listening Skills, Developing Reading Skills, Developing Writing Skills, and Developing Language Skills.

---

<sup>1</sup> *La littératie en tête de la 7<sup>e</sup> à la 12<sup>e</sup> année – Rapport du groupe d'experts sur les élèves à risque*, 2003, p. 8.

**Developing Speaking and Listening Skills:** Students taking the LDCC course in *English* develop and use oral communication skills and active listening to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

**Developing Reading Skills:** Students taking the LDCC course in *English* develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

**Developing Writing Skills:** Students taking the LDCC course in *English* develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms according to topics, issues, and texts.

**Developing Language Skills:** Students taking the LDCC course in *English* develop and use knowledge of language conventions to write in different forms, applying steps of a writing process.

### ***Building Mathematical Literacy/Numeracy Skills***

Mathematical literacy/numeracy can be defined as “an individual’s capacity to identify and understand the role that mathematics plays in the world, to make well-founded mathematical judgments and to engage in mathematics, in ways that meet the needs of that individual’s current and future life as a constructive, concerned and reflective citizen<sup>2</sup>.” By definition, mathematical literacy/numeracy involves the acquisition of the following skills:

- measuring and calculating in numerical, graphical, and geometric situations;
- problem solving as well as analytical and critical thinking;
- reading and interpreting data;
- communicating mathematical concepts.

A mathematically literate person has the ability to estimate, interpret data, solve day-to-day problems, reason in numerical, graphical, and geometric situations, and communicate using mathematics.

Mathematical literacy/numeracy is as important as proficiency in reading and writing. Confidence and competency in mathematics lead to productive participation in today’s complex information society and open the door to opportunity. All LDCC courses must give students the opportunity to develop mathematical literacy/numeracy skills. Students who use mathematical vocabulary in their *English* class, who can estimate volume or distance in their science course or create a timeline of events in their history class gain confidence in their numeracy skills, and appreciate the role of mathematics in their lives.

---

<sup>2</sup> *Leading Math Success – Mathematical Literacy Grades 7-12: The Report of the Expert Panel on Student Success in Ontario*, 2004, p. 23.

## ***Building Essential Skills***

Essential skills are generic skills used in the workplace, in everyday life, and for lifelong learning. Teachers can help students develop the following essential skills:

|                  |              |                    |
|------------------|--------------|--------------------|
| reading          | writing      | use of documents   |
| use of computers | calculation  | oral communication |
| reasoning skills | group skills | lifelong learning  |

These nine skills are essential to the acquisition of all other skills. Students in LDCC courses must develop these workplace essential skills not only to pursue their career interests, but also to prepare for courses in the workplace stream.

However, students who have successfully completed the grade 9 locally developed compulsory credit course in *English* may wish to reconsider their career goals as well as their selected pathways.

## **L'aménagement linguistique dans le contexte de l'école de langue française**

Conformément à la *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française* (2004) et au mandat de l'école de langue française, l'enseignement et l'apprentissage devront tenir compte de l'attente générique suivante :

« L'élève utilise la langue française et l'ensemble des référents culturels connexes pour exprimer sa compréhension de la matière étudiée, synthétiser l'information qui lui est communiquée et s'en servir dans divers contextes<sup>3</sup>. »

Au cours de la planification des activités d'enseignement et d'apprentissage, le personnel enseignant tiendra compte des priorités en aménagement linguistique ainsi que des interventions qui sont établies par l'équipe-école pour réaliser ces priorités. On concevra ces interventions afin d'établir les conditions favorables à la création d'un espace francophone qui tienne compte du dynamisme de la communauté scolaire et qui en respecte le pluralisme. Ces interventions auront pour but, entre autres, de contrer les effets sur l'apprentissage du contexte anglo-dominant.

Comme la langue française sert de véhicule à la culture qui la particularise, il faut créer un milieu qui permette à l'élève d'acquérir une solide compétence langagière en français à l'oral et à l'écrit. Les activités d'apprentissage doivent se dérouler en français, que celles-ci aient lieu à l'école ou hors de l'école.

Pour aider l'élève à s'identifier à la francophonie, le personnel enseignant doit tout mettre en œuvre en créant des situations d'apprentissage qui permettent à l'élève de s'affirmer culturellement et de s'engager dans les activités sociales, communautaires et culturelles de son milieu francophone.

---

<sup>3</sup> *Les écoles secondaires de l'Ontario de la 9<sup>e</sup> à la 12<sup>e</sup> année, 1999, p. 85.*

## ***Building Cultural Identity in a Minority Setting***

The situation of students attending French-language secondary schools in Ontario is unique. Francophone students may come from diverse social, ethnic, and family backgrounds, bringing with them very different experiences. The curriculum must promote francophone students' cultural identity while preparing them for the literacy demands they will face as Canadians and as members of the global community. The LDCC *English* course will enable students to participate fully in the society and workplace of the twenty-first century and to communicate skillfully, confidently, and flexibly.

The LDCC English course gives students the opportunity

- to build their own identity as francophones while developing their awareness of other cultures;
- to develop their pride and sense of belonging as active members of the francophone community;
- to appreciate their culture as francophones;
- to participate fully in Canadian society as francophone citizens while demonstrating respect for cultural differences as well as pride in their own heritage.

## **Characteristics of the Grade 9 Locally Developed Compulsory Credit Course in *English***

Students taking the Grade 9 Locally Developed Compulsory Credit Course in *English* develop the ability to speak, listen, read, and write effectively in English. The course provides frequent opportunities to apply these skills for personal, academic, and work-related purposes, and to make connections with their own knowledge and experience. The frequent opportunities for application provided by the course should engage students and prepare them for the school-work transition and for the workplace stream, while meeting their learning needs.

Speaking, listening, reading, and writing skills are complementary and mutually reinforcing. A thematic approach enables teachers to support and enhance these connections through a variety of classroom activities that integrate speaking, listening, reading, and writing and that provide opportunities for students to develop and practise these skills in conjunction with one another and in a context that is relevant and meaningful to students.

### **Building on Literacy Acquired in *Français***

Students will build on literacy acquired in *Français* to develop competency in writing skills, in reading a variety of texts, and in communicating in formal and informal learning situations.

Students will build on the literacy they have already acquired in *Français*. Knowledge and skills that have been acquired in *Français* will be transferable to the LDCC courses in English.

For example, students who have learned, through reading and writing activities, to identify and analyze the characteristics of various genres of writing in *Français* will apply the knowledge and skills they have acquired to the writing of a variety of texts in the LDCC *English* course. Students will be able to use the knowledge, skills, and reading strategies developed in studying *Français* to understand new words and derive meaning from a variety of English-language texts.



Knowledge and skills acquired in *Lecture* will also enable them to acquire new knowledge that is specific to the English language, such as the conventions of standard English usage. The listening and speaking skills students have acquired in *Communication orale* and the information technology and communication skills acquired in *Technologies de l'information et de la communication* will provide them with a basis from which to develop similar competencies in the LDCC *English* course.

## Overall and Specific Expectations

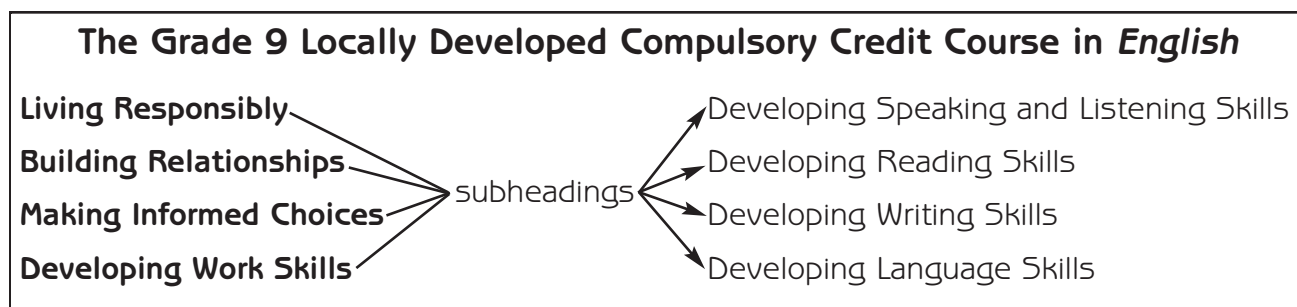
The expectations identified for the LDCC course in *English* describe the knowledge and skills that students are expected to develop and to demonstrate in the various activities through which their achievement is assessed and evaluated.

Four sets of expectations are listed for each *strand*, or broad curriculum area, of this course. The **overall expectations** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of this course. The **specific expectations** describe and sequence 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

The expectations of the Grade 9 Locally Developed Compulsory Credit Course in *English* are divided into four thematic strands. The overall and specific expectations of each strand have been organized by skills under the following subheadings: Developing Speaking and Listening Skills, Developing Reading Skills, Developing Writing Skills, and Developing Language Skills.



As students apply literacy, mathematical literacy/numeracy, and workplace essential skills, they learn to build relationships, to make informed choices in order to prepare for the school-work transition, and to become responsible citizens in today's society.

## Teaching Strategies

Because students taking the LDCC courses in *English* may have significant gaps in their English skills, explicit teaching, support, and practice are necessary for student success. This course profile is based on the theories and practices of explicit teaching as outlined by Steve Bissonnette and Mario Richard.

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

### **Explicit Teaching**

Effective teaching is directly related to a systematic and explicit form of instruction. As a matter of fact, Rosenshine indicates that such a form of instruction, which consists in fragmenting a subject matter, verifying comprehension on a regular basis, and ensuring that all students are active participants, is one of the most appropriate teaching methods for the acquisition of the following competencies: reading, mathematics, grammar, the command of a first language, science, history, and, to a certain extent, foreign languages. Explicit and systematic teaching is also beneficial for all students, including high-achievers, in that it sequences new or complex subject matter.

Explicit Teaching consists in the following three phases: modelling, teacher-directed or guided practice, and autonomous or individualized practice. The purpose of modelling is to promote students' understanding of the learning objective; teacher-directed practice allows students to make adjustments and to consolidate their newly acquired knowledge and understanding by applying what they have learned, while the last phase of individualized practice provides students with the opportunity to master what they have learned to the point of developing automatisms. According to Rosenshine, during the modelling or first phase of explicit teaching, the teacher demonstrates a skill or process to the students; then, the teacher guides them as they practice the skill until they are capable of accomplishing the task on their own, in individualized practice. Throughout these three phases of the learning process, the teacher constantly asks questions and provides feedback to verify students' competency.

From the very beginning, that is, during the modelling phase, the teacher strives to maintain students' attention. Next, he or she thinks out loud to demonstrate the process of making connections between newly acquired knowledge and previous knowledge, of reasoning, and of applying strategies and processes that further understanding. During the modelling phase, information is conveyed in fragments and is sequenced in order of difficulty to avoid taxing students' working memory. The presentation of too much information at once makes the learning process more complex and overloads students' working memory, thereby impeding students' ability to construct meaning effectively.

During the second phase, that is teacher-directed or guided practice, the teacher has students complete tasks that are similar to those that were modelled, and provides immediate feedback as a follow-up to a series of questions. This phase should prioritize

team work so that students can verify their understanding through discussion with their peers. The teacher-directed or guided practice phase gives students the opportunity to verify, adjust, consolidate, and extend the learning process by anchoring their newly acquired knowledge to the knowledge previously stored in their long-term memory.

Finally, the teacher will move on from the teacher-directed or guided practice to the individualized practice or third phase only once he or she is sure that students have mastered the new skill or knowledge. In this phase, students apply knowledge and achieve a high level of competency. Once students have attained the highest level of achievement ("mastery learning"), students organize their knowledge in order to develop automatisms and to ensure long-term memory.

### ***The Three Phases of Explicit Teaching***

The three phases of explicit teaching can be summarized as follows:

#### **Phase 1: Modelling (approximately ten minutes)**

Through various presentations and demonstrations, the teacher strives to model, using for example a series of questions and answers, the implied thought process including what is taught, and how, when, where and why.

#### **Phase 2: Teacher-directed or guided Practice**

The teacher takes the time to verify what students understood during the modelling phase by assigning tasks that are similar to those that were modelled.

#### **Phase 3: Individual Practice**

Students independently reapply, in response to a series of questions, what they learned during the modelling phase and what they applied to solve problems or to answer questions during the team work and the teacher-directed or guided practice.

### **Building Confidence**

Students taking this course may be doubtful that they can acquire the English skills they need to function effectively at school, at work, and in other everyday contexts. In seeking to meet the needs of these students, the teacher should try to build their confidence level and create a positive classroom environment that will give students the will to take risks, persevere, and improve. Students should engage in active inquiry to develop and/or enhance metacognitive skills that facilitate independence in learning.

To help students build confidence and to promote learning, teachers should use the approach of grouping students for purposes of instruction and support. Groupings should be flexible and should change as students' skills improve, and should be made according to the following criteria:

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

## Assessment and Evaluation of Student Achievement

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a given subject. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject and in each grade. As part of the assessment process, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

Assessment and evaluation will be based on the expectations and achievement levels outlined in this document.

The achievement chart is designed to:

- provide a common framework that encompasses all curriculum expectations for the subject presented in this document;
- guide the development of assessment tasks and tools (including rubrics);
- help teachers in lesson planning;
- assist teachers in providing meaningful feedback to students;
- provide a variety of aspects (e.g., use of thinking skills, ability to apply knowledge) on which to assess and evaluate student learning.

To ensure the validity and reliability of the assessment and evaluation processes, as well as improvement of student learning, teachers must use strategies that:

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

The achievement chart identifies the following four **categories** of knowledge and skills: Knowledge and Understanding, Thinking, Communication, and Application. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which achievement of the curriculum expectations is assessed and evaluated. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

The categories of knowledge and skills are described as follows:

**Knowledge and Understanding.** Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).

**Thinking.** The use of critical and creative thinking skills and/or processes, as follows:

- planning skills (e.g., focusing research, gathering information, organizing an inquiry);
- processing skills (e.g., generating, interpreting, analyzing, evaluating, synthesizing);
- critical/creative thinking processes (e.g., hypothesizing, reasoning, analysis).

**Communication.** The conveying of meaning through various forms and for different audiences, as follows:

- oral (e.g., presentation, role-playing, debate);
- written (e.g., report, journal, opinion piece);
- visual (e.g., chart, model, video, computer graphics).

**Application.** The use of knowledge and skills in familiar and new contexts to make connections within and between various contexts.

The achievement chart is a standard province-wide guide to be used by teachers. It enables teachers to make judgments about student work that are based on clear performance standards and on a body of evidence collected over time.

**Criteria.** Within each category in the achievement chart (p. 36), criteria are provided, which are subsets of the knowledge and skills that define each category. For example, in **Knowledge and Understanding**, the criteria are “**knowledge of content**” and “**understanding of content**.” The criteria identify the aspects of student performance that are assessed and/or evaluated.

**Descriptors.** A “descriptor” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is based. In the achievement charts, **effectiveness** is the descriptor used for the criteria in the **Thinking**, **Communication**, and **Application** categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as *appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth*, as appropriate for the particular criterion. For example, in the **Thinking** category, assessment of effectiveness might focus on the degree of relevance or depth apparent in an analysis; in the **Communication** category, on clarity of expression or logical organization of information and ideas; or in the **Application** category, on appropriateness or breadth in the making of connections. Similarly, in the **Knowledge and Understanding** category, assessment of knowledge might focus on accuracy, and assessment of understanding might focus on the depth of an explanation.

**Qualifiers.** A specific “qualifier” is used to define each of the four levels of achievement – that is, *limited* for level 1, *some* for level 2, *considerable* for level 3, and a *high degree* or *thorough* for level 4. A qualifier is used along with a descriptor to produce a description of performance at a particular level. For example, the description of a student’s performance at level 3 with respect to the first criterion in the **Thinking** category would be: “the student uses planning skills with *considerable effectiveness*”.

The characteristics given in the achievement chart for level 3, which is the “provincial standard” for the grade, identify a high level of achievement of the overall expectations. Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade. Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard. It should be noted that achievement at level 4 does not mean that the student has achieved expectations beyond those specified for a particular grade; it indicates that the student has achieved all or almost all of the expectations for that grade, and that he or she demonstrates a greater command of the required knowledge and skills than a student achieving at level 3.

## Resources for Program Planning

Teachers who are planning a program for a locally developed compulsory credit course should consult the following resources:

- *Politique d'aménagement linguistique de l'Ontario pour l'éducation en langue française* (2004);
- *Le curriculum de l'Ontario, de la 9<sup>e</sup> à la 12<sup>e</sup> année – Planification des programmes et évaluation* (2000);
- *La littératie en tête de la 7<sup>e</sup> à la 12<sup>e</sup> année – Rapport du groupe d'experts sur les élèves à risque* (2003);
- *La numératie en tête de la 7<sup>e</sup> à la 12<sup>e</sup> année – Rapport du groupe d'experts pour la réussite des élèves* (2004).

All of these resources can be found on the Ministry website at [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

## General Considerations

### Education for Exceptional Students

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

- no accommodations<sup>4</sup> or modifications; or
- accommodations only; or
- modified learning expectations, with the possibility of accommodations.

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

---

<sup>4</sup> The word “accommodations” refers to individualized teaching and assessment strategies, human support, and/or individualized equipment.

## Students Requiring Accommodations Only

With accommodations alone, some special education students are able to participate in the regular course curriculum and to demonstrate learning independently. (Accommodations do not alter the provincial curriculum expectations for the course.) The accommodations required to facilitate the student's learning must be identified in his or her IEP (see *IEP Standards*, page 11). A student's IEP is likely to reflect the same accommodations for many, or all, courses. There are three types of accommodations: **instructional accommodations** are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia; **environmental accommodations** are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting; while **assessment accommodations** are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 14 of *IEP Standards*, for more examples). If a student requires "accommodations only" in the locally developed compulsory credit course, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document.

## Students Requiring Modified Expectations

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

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

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

If a student requires modified expectations for the locally developed compulsory credit course, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, the appropriate IEP box on the Provincial Report

Card must be checked. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from the *Guide to the Provincial Report Card, Grades 9-12* must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, and should indicate next steps for the student's learning in that discipline.

## **The Role of Technology in the Curriculum**

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

## **Anglais pour débutants (APD)**

The command of the English language varies greatly among students attending French-language secondary schools in Ontario. In some areas of the province, students communicate in English on a daily basis because they live in communities where English is the predominant language; in areas of the province where francophones have a greater presence in the community, students may speak English less frequently. Francophone students who move to Ontario from other provinces may also have had limited exposure to English, while francophone students from other countries may have had no exposure to English.

APD courses are offered to students who have little or no knowledge of the English language. APD emphasizes the development of English vocabulary and knowledge of English language conventions in the strands of Oral Communication, Reading, and Writing. The Social Skills and Cultural Awareness strand focuses on the development of skills that will help students integrate into their new environment and develop an appreciation for a variety of anglophone cultures.

Four APD courses are offered to students. Students may take any or all of these courses depending on their needs, their level of competency in the English language, and their facility in learning another language. Students who complete APD 4 are able to integrate into a regular *English* course at the Grade 9 or 10 level. An APD course may count as the credit in *English* that all students are required to take to obtain their secondary school diploma.

Students who are enrolled in APD courses will have the best chance of success in *English* programs where there are many opportunities for oral interaction in small and large-group activities. 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 LDCC *English* course 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. Literacy skills and interpersonal skills are essential skills for the workplace and will enable students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks. Small-group work and oral presentations help students to express themselves confidently and to work cooperatively with others.

## **Cooperative Education, PAJO, and Other Workplace Experiences**

Experiential, community-based activities, such as job shadowing, work experience, *Programme d'apprentissage pour les jeunes de l'Ontario* and cooperative education, are fundamental to a student's understanding of the relationship between classroom learning and the workplace. Through these activities, students have the opportunity to practice, in a real working environment, workplace skills such as literacy and mathematical literacy, as well as social skills. Students prepare for their transition to the workplace by increasing their understanding of the workplace essential skills and work habits valued by employers. Students explore occupational fields and industry sectors that are of interest to them and relate their experiences to their own career goals. Students then use their analyses and reflections about these experiences to guide their ongoing personal planning and development.

The knowledge and skills that students acquire in the LDCC *English* course will assist them in their cooperative-education and work-experience placements. At their work placement, students are required to communicate verbally and in writing, as well as read and listen carefully to messages and instructions, in order to perform placement-related tasks and duties efficiently, responsibly, and safely.

The ministry has added two new courses to the *Guidance and Career Education Curriculum*, that is *Découvrir le milieu de travail* (Grade 10, open) and *Saisir le milieu de travail* (Grade 12, open). These courses will provide students with the opportunity to explore and to develop essential workplace habits and skills.

## **Anti-discrimination Education**

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

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

## **Safety**

The teacher is expected to ensure students' safety in the classroom at all times and to instill in students a concern and sense of responsibility for their own and others' safety. The teacher must set an example by applying safety measures and by conveying to students various board and ministry policies regarding safety in the classroom.

## English, Grade 9 (EAE1L)

### Course Overview

In the Grade 9 Locally Developed Compulsory Credit Course in *English*, students develop and apply the communication skills of speaking, listening, reading, and writing, as well as their knowledge of language conventions, making connections between informational, literary, and media texts under study, and their personal experience. As students apply literacy, mathematical literacy/numeracy, and work-related skills, they learn to build relationships and to make informed choices in order to prepare for the school-work transition as well as to become responsible citizens in today's society. The Grade 9 Locally Developed Compulsory Credit Course in *English* prepares students for the workplace stream.

The Grade 9 Locally Developed Compulsory Credit Course in *English* is organized into four thematic strands. The overall and specific expectations of each strand have been organized by skills under the following subheadings: *Developing Speaking and Listening Skills*, *Developing Reading Skills*, *Developing Writing Skills*, *Developing Language Skills*.

In the **Living Responsibly** strand, students develop and apply communication skills as they explore various facets of the strand's theme, making connections with their personal experience and with relevant topics and issues. They assume responsibility and develop autonomy as they apply the reading and writing processes to accomplish school and work-related tasks.

In the **Building Relationships** strand, students develop and apply communication skills as they explore various facets of the strand's theme, making connections with their personal experience and with relevant topics and issues. They develop group skills and oral communication skills to interact in a positive way with their peers and teachers in a school and work-related context. They also develop an awareness of the importance of clear and correct communication when interacting with others.

In the **Making Informed Choices** strand, students develop and apply communication skills as they collect, interpret, and respond to relevant information in print and media texts, as well as in electronic resources. They learn to manage information as they apply various strategies and processes for school and work-related purposes.

In the **Developing Work Skills** strand, students develop and apply communication skills as they explore and respond to workplace scenarios and documents. They develop an awareness of the expectations of the workplace, focusing on their own work interests and goals.

# Living Responsibly

## Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-LR-SpList.OE

- apply listening and speaking skills to respond to literary, informational, and media texts relating to the theme of social and personal responsibility.

### Specific Expectations

By the end of this course, students will:

EAE1L-LR-SpList.1

- express ideas and information orally on relevant topics, issues, and texts relating to the theme of responsibility:
  - by conveying feelings and reactions to a text or situation;
  - by responding to questions about topics, social issues, and texts under study;
  - by recalling main ideas and pertinent information;
  - by defending an opinion with confidence;
  - by justifying their views with examples from their personal knowledge and experience, and from texts under study.

EAE1L-LR-SpList.2

- apply social conventions in oral communication situations (e.g., to ask a question, to contribute to class discussions) for personal and school-related purposes:
  - by making constructive suggestions;
  - by waiting for their turn to speak;
  - by respecting the speaker's point of view (e.g., avoiding confrontation, rephrasing opposite point of view);
  - by making relevant comments;
  - by recognizing and avoiding inappropriate language (e.g., slang, non-standard English);
  - by listening attentively in order to respond to questions and to information presented.

EAE1L-LR-SpList.3

- apply active listening skills (e.g., paraphrasing, clarifying, summarizing) by asking relevant questions and recalling main information and ideas in response to oral presentations.

## Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-LR-R5.OE

- apply reading strategies to understand and interpret informational and literary texts on relevant topics and issues, with a focus on magazine articles and a novella dealing with the theme of responsibility.

### Specific Expectations

By the end of this course, students will:

EAE1L-LR-R5.1

- apply the following reading strategies to understand and interpret informational and literary texts on topics and issues relating to the theme of responsibility:
  - skimming and scanning texts to answer questions;
  - defining unfamiliar words while reading silently, by using textual cues (e.g., punctuation, word origins, syntax, knowledge of French vocabulary);
  - defining unfamiliar words with reference to print and electronic sources (e.g., dictionary, thesaurus, electronic word banks, glossary);
  - recalling main ideas and events in texts by rereading, rephrasing, highlighting, charting, or mapping information.

## Developing Reading Skills (continued)

### EAE1L-LR-R5.2

- interpret magazine articles on topics and issues relating to the theme of living responsibly:
  - to answer questions on texts under study while identifying and explaining main ideas;
  - to express opinions (e.g., How can we help someone who has run away from home, quit school, faced discrimination or taken drugs?) on issues and topics presented in texts under study that are relevant to their lives;
  - to make connections with texts on the basis of personal experiences, cultural traditions, and previous knowledge;
  - to recognize the difference between the features of fiction and non-fiction (e.g., a short story has a climax along with a setting that is not always real; a magazine article focuses on the experiences of real people).

### EAE1L-LR-R5.3

- apply reading strategies to read a novella that focuses on social issues and themes while following a reading process:

#### *prereading*

- making connections with their own experiences and previously read articles and stories;
- making predictions about the novella, examining features such as the title, the book jacket, the illustrations, and the chapter titles;

#### *reading*

- interpreting characters, events, and cause-effect relationships;
- charting the main events of the novella in chronological order;
- answering written and oral questions on main characters and events regarding the theme of responsibility (e.g., What does the character do, say, and think? What do you think of the character? In what ways is the character responsible or not? What other decisions could the character have made?);

#### *postreading*

- making connections with the novella under study by describing a personal experience and by expressing an opinion connected with the theme of responsibility;
- expressing their views on a topic (e.g., personal discipline, life choices, sibling rivalry, parental involvement) relating to the theme of responsibility, with reference to the novella and their own experience;
- conveying their understanding of a meaningful character or event in the novella through a visual representation (e.g., a poster, a maquette, a drawing, a storyboard, a photo collage, a timeline, a totem);
- making connections between the novella and a media text (e.g., television show, video clip, song) to find similarities in the ways the themes and social issues are presented.

## Developing Writing Skills

Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.

### Overall Expectation

By the end of this course, students will:

#### EAE1L-LR-W5.OE

- apply a writing process to write short answers and coherent paragraphs on topics and issues relating to the theme of responsibility for the following purposes: responding to oral presentations and texts under study, describing personal experiences, and supporting opinions.

### Specific Expectations

By the end of this course, students will:

#### EAE1L-LR-W5.1

- apply a writing process, focusing on the following prewriting strategies:
  - brainstorming to generate ideas (e.g., webbing, freewriting, mind-mapping, open-ended statements);
  - grouping and sequencing ideas (e.g., timelines, lists, charts/graphic organizers).

#### EAE1L-LR-W5.2

- write short answers, using simple and compound sentences, to respond to oral presentations as well as informational, literary, and media texts on responsibility.

#### EAE1L-LR-W5.3

- express ideas coherently in a well-structured paragraph on a relevant topic or issue while including the following elements:
  - an opening sentence that clearly states the topic or repeats the main point of the question;
  - a logical sequence and clear focus;
  - clear and well-developed ideas and information with reference to personal experience and texts under study;
  - a closing statement that summarizes the main idea.

#### EAE1L-LR-W5.4

- describe a personal experience in which they had to assume responsibility (e.g., reporting a hit-and-run accident, balancing work and family, keeping a secret, spending a paycheck, explaining an absence from school, helping a stranger) in a coherent paragraph that includes the following elements:
  - descriptive details and well-chosen adjectives and adverbs;
  - time indicators (e.g., while, before, after, yesterday, today, tomorrow);
  - correct verb tenses;
  - chronological sequence;
  - a relevant and original title.

#### EAE1L-LR-W5.5

- defend an opinion on a moral, personal, or financial decision (e.g., following family tradition or not, obeying parental and school rules or not, working after school or not) in a coherent paragraph that includes the following elements:
  - examples from personal experience and texts under study to support opinions;
  - reasons explaining position for or against stated opinions.

## Developing Language Skills

*Students develop and use knowledge of language conventions to write in different forms, applying steps of a writing process.*

### Overall Expectation

By the end of this course, students will:

EAE1L-LR-LS.OE

- apply a writing process, as well as knowledge of spelling and vocabulary, to identify and correct frequent errors in their own written texts.

### Specific Expectations

By the end of this course, students will:

EAE1L-LR-LS.1

- apply a writing process, assuming responsibility for the production of a polished piece of work:
  - by spelling correctly words that differ only slightly in spelling from their French equivalent;
  - by using the dictionary and electronic resources to proofread and define unfamiliar words;
  - by applying knowledge of phonics to improve spelling;
  - by rereading and highlighting text, and by checking for typographical errors;
  - by conferencing with peers or the teacher to identify and correct frequent errors;
  - by distinguishing similar and confusing words (e.g., accept/except, affect/effect, than/then);
  - by applying knowledge of root words, prefixes, and suffixes to improve spelling.

EAE1L-LR-LS.2

- recognize and correct frequent errors in their own written texts, focusing on the following elements of language and usage:
  - writing dates, numbers, and numerical terms, with attention to hyphenation and capitalization;
  - spelling words containing *ie* and *ei*;
  - doubling consonants;
  - using homonyms;
  - applying plural forms and possessive case of nouns;
  - using contractions;
  - capitalizing the pronoun “I” and the first word in a sentence.

# Building Relationships

## Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-BR-SpList.OE

- apply speaking and listening skills in small and large groups to express opinions, ideas, and information relative to the theme of building relationships and to literary, informational, and media texts under study.

### Specific Expectations

By the end of this course, students will:

EAE1L-BR-SpList.1

- apply oral communication and group skills to interact in a positive way with peers and teachers:
  - by assuming an active role in group work (e.g., group leader, note-taker, time-keeper, moderator, reporter);
  - by asking and answering questions related to the subject under discussion;
  - by integrating the input of other members into their work.

EAE1L-BR-SpList.2

- apply active listening skills in small and large groups for the following purposes:
  - to grasp the main ideas and information of the text under study;
  - to consider others' points of view;
  - to clarify and reformulate a message;
  - to provide constructive feedback to peers;
  - to complete a task according to specific instructions.

EAE1L-BR-SpList.3

- apply group skills to prepare, revise, rehearse, and present a script on the interaction of people in real-life situations (e.g., emergency situations: reporting an accident, a community crisis) or on texts under study.

EAE1L-BR-SpList.4

- read out loud sections of texts under study, demonstrating understanding of meaning and purpose (e.g., to amuse, to instruct or inform, to convey an emotion of fear, relief, or enjoyment):
  - by adapting speed and intonation according to purpose and type of text;
  - by using correct pronunciation;
  - by observing punctuation for pauses and inflection.

EAE1L-BR-SpList.5

- select formal, informal, or colloquial speech according to specific contexts or purposes (e.g., to negotiate, to resolve conflicts, to give instructions).

EAE1L-BR-SpList.6

- revise diction, sentence structure, and pronunciation when preparing and rehearsing oral presentations.



## Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-BR-R5.OE

- apply reading strategies to understand and interpret short informational and literary texts on relevant topics and issues, with a focus on magazine articles, 200-word stories, and scripts dealing with the theme of building relationships.

### Specific Expectations

By the end of this course, students will:

EAE1L-BR-R5.1

- apply reading strategies to understand and interpret informational texts (e.g., brochures, advice columns, “How to get along with...” articles, relationship surveys) while following a reading process:

#### *prereading*

- explaining strategies for the resolution of conflicts in relationships (e.g., mediation, compromise, considering various options) with reference to media texts (e.g., self-help shows, book and articles dealing with personal conflicts, talk shows) and to their personal experience and knowledge;
- defining new vocabulary in texts under study through word games and activities (e.g., word maps, word walls, acrostics, crosswords, mystery words, charades);

#### *reading*

- explaining main ideas and information found in the informational texts under study, stating whether they agree or disagree with the presented ideas;
- using visual cues and features of texts (e.g., font, capitalization, bulleting, punctuation of texts, illustrations, framing, diagrams, charts) to locate details and specific information in texts;

#### *postreading*

- drawing conclusions about conflicts and relationships, and relating texts under study to real-life situations (e.g., peer pressure, being accepted by a group, generation gap, cultural identity, stress resulting from school work, a personal problem, or changes in a family situation);
- comparing two texts on relationships (e.g., a visual or oral media text and an article), with attention to similar and different problems and solutions presented (e.g., portrayal of teenagers coping with peer pressure, parental discipline, stress).

EAE1L-BR-R5.2

- apply reading strategies to understand and interpret literary texts about relationships while following a reading process:

#### *prereading*

- predicting characters’ responses to conflicts and problems in texts under study;
- defining new vocabulary in literary texts under study and explaining in their own words specialized terms relating to the short story and scripts (e.g., narrator, setting, mood, conflict, point of view, plot, cues);

#### *reading*

- making connections between their own experiences and those of characters in texts under study;
- comparing their own views on conflicts and problems presented in texts with those of peers;
- explaining the different types of conflicts in relationships described in the texts under study (e.g., person versus person, person versus self, person versus society);
- identifying intentional variations in punctuation and other features of dialogue (e.g., exclamation marks, font, use of capital letters, quotation marks) that convey emotion (e.g., emphasis, fear, anger);

## Developing Reading Skills (continued)

### *postreading*

- interpreting texts from various cultures (e.g., myths, legends, tales, fables) with attention to similarities and differences in relationships (e.g., gender roles, family values, marriage traditions);
- charting the main events of a short story (e.g., introduction, rising action, climax, falling action, conclusion);
- responding to texts under study by altering or adding to the narrative (e.g., changing the setting or the ending, changing the point of view, continuing the story, solving a conflict).

### EAE1L-BR-R5.3

- read narrative (e.g., a play, a diary entry) and descriptive texts (e.g., a letter, an advice column) as models for their own written texts.

## Developing Writing Skills

*Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.*

### Overall Expectation

By the end of this course, students will:

#### EAE1L-BR-WS.OE

- apply a writing process to write creatively and to make connections between personal experiences as well as literary, informational, and media texts on relationships.

### Specific Expectations

By the end of this course, students will:

#### EAE1L-BR-WS.1

- apply a writing process to write and revise creative texts (e.g., personal letter, poem, diary entry) and journal entries on relationships while using the following strategies:
  - conferencing with a peer or teacher;
  - eliminating ideas that are off-topic;
  - rearranging ideas logically;
  - using a checklist to assess own written texts.

#### EAE1L-BR-WS.2

- write creative narrative (e.g., an alternate ending or sequel to a story) and descriptive texts (e.g., an advice column from the point of view of a character in a story) in response to literary, informational, and media texts about relationships while showing an awareness of:
  - roles and relationships of characters (e.g., causes, effects, and resolutions of conflicts);
  - use of language (e.g., punctuation, sentence types, interjections) to convey feelings and mood.

#### EAE1L-BR-WS.3

- write a short script (e.g., comic strip, audio recording, skit), focusing on the interaction between people in real-life situations or in texts under study.

#### EAE1L-BR-WS.4

- make connections in journal entries between personal experience (e.g., a problem at school, a conflict with a family member, a solution to a problem) and literary, informational, and media texts under study.

## Developing Language Skills

*Students develop and use knowledge of language conventions to communicate orally and to write in different forms, applying steps of a writing process.*

### Overall Expectation

By the end of this course, students will:

EAE1L-BR-LS.OE

- recognize and understand the importance of correct grammar and usage, applying language conventions in everyday situations and in school-related tasks.

### Specific Expectations

By the end of this course, students will:

EAE1L-BR-LS.1

- use appropriate language conventions, communicating clearly in interactions with peers and teachers:
  - by sharing information and personal experiences;
  - by asking questions and requesting information;
  - by speaking in informal oral presentations;
  - by contributing positively to group and class discussions.

EAE1L-BR-LS.2

- demonstrate an awareness of the importance of correct grammar and usage by following a writing process to write short creative texts, with attention to the following language conventions:
  - the main rules of subject-verb agreement;
  - consistent and appropriate verb tenses;
  - the main parts of speech, with a focus on personal pronouns;
  - the punctuation and capitalization of direct quotations (e.g., scripts and dialogue);
  - the principal parts of regular and irregular verbs;
  - the comparative and superlative forms of adverbs and adjectives (e.g., good, well, better, best);
  - subordinate conjunctions and adverbs (e.g., when, before, while, after) that indicate time.

# Making Informed Choices

## Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-MIC-SpList.OE

- apply listening and speaking skills to respond to ideas and to retrieve information conveyed in print and media texts and oral communication situations.

### Specific Expectations

By the end of this course, students will:

EAE1L-MIC-SpList.1

- ask relevant and well-formulated questions to clarify and gain information in response to print and media texts under study and in formal and informal situations (e.g., conversations, explanations by teachers or peers, oral instructions).

EAE1L-MIC-SpList.2

- express opinions orally in response to print and media texts under study and in formal and informal situations:
  - by using connecting words and phrases to show logical order in discussions and presentations (e.g., therefore, such as);
  - by using transitional devices to indicate a series of important points (e.g., first, next, finally);
  - by integrating newly learned vocabulary into oral presentations.

EAE1L-MIC-SpList.3

- respond to a televised or audio news report:
  - by using note-taking strategies (e.g., checklist, keywords and ideas, diagram) to retrieve main and secondary information (e.g., the five Ws + H);
  - by explaining the organizational pattern of news reports (e.g., headline, byline, inverted pyramid structure);
  - by rephrasing in own words key statements and ideas;
  - by expressing opinions about the reported events.

EAE1L-MIC-SpList.4

- identify gender bias, stereotypes, and prejudice in advertising (e.g., radio ads, television commercials).

EAE1L-MIC-SpList.5

- identify the main marketing strategies (e.g., use of attractive and famous people, subliminal advertising, humour and exaggeration, jingles) in radio and television ads, drawing conclusions about the conveyed verbal and non-verbal messages.

EAE1L-MIC-SpList.6

- explain their findings on a chosen product in an oral presentation, using a visual aid (e.g., poster, chart, diagram), and effective presentation techniques (e.g., tone of voice, body language, eye contact):
  - to summarize their findings (e.g., features, prices, brands, warranties, availability);
  - to clarify and justify their choices;
  - to establish a clear connection between their findings and their visual aid.

EAE1L-MIC-SpList.7

- apply speaking skills and knowledge of main advertising techniques to produce and present a promotional item (e.g., T-shirt design, jingle, bumper sticker, radio or school newspaper ad) for an existing or new product (e.g., the novella under study, the product presented for a price research, a product of their own invention).

## Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-MIC-RS.OE

- apply reading strategies to find, select, and understand information and data on a relevant topic or current issue, consulting graphs, newspaper articles, brochures, as well as print and electronic sources.

### Specific Expectations

By the end of this course, students will:

EAE1L-MIC-RS.1

- apply the following reading strategies to locate, select, and understand information found in graphs, newspaper articles, brochures, as well as in print and electronic sources, in response to a specific question:
  - highlighting keywords and main ideas in informational texts;
  - explaining unfamiliar terms, with a focus on word placement, context clues, phonics, and morphology;
  - distinguishing between relevant and irrelevant information;
  - applying problem-solving techniques (e.g., asking questions, reordering words, finding synonyms, using visual and textual cues, rereading) to construct and clarify meaning.

EAE1L-MIC-RS.2

- apply a reading process to select and retrieve information in graphs, newspaper articles, and brochures, as well as in print and electronic sources, in response to a specific research question:

#### *prereading*

- establishing focus of research by narrowing down or broadening topic in order to locate appropriate sources;
- skimming and scanning table of contents, indexes, and headings to select sources and locate information;

#### *reading*

- recording ideas, information, and data while conducting research (e.g., rephrasing in own words, point-form lists, diagrams, charts);
- applying the basic elements of research methodology to note the references of consulted print and electronic sources;

#### *postreading*

- conveying selected information in own words for the production of oral (e.g., presentation on product prices, report on two news events) and written forms (e.g., brochure, opinion paragraph, chart);
- responding to collected information by answering questions and by sharing reflections (e.g., in a class discussion, a photo essay, or a journal response).

EAE1L-MIC-RS.3

- apply reading strategies to find information on a relevant topic or current issue in newspapers and magazine articles, with attention to:
  - the visual features (e.g., lead, headline, captions, photographs, punctuation and capitalization, font);
  - the structure (e.g., inverted pyramid);
  - the information and facts (the five Ws + H).

EAE1L-MIC-RS.4

- identify the features and sections of the newspaper (e.g., advice columns, current events, comics, classified ads, entertainment, promotional ads, front page).

## Developing Reading Skills (continued)

### EAE1L-MIC-R5.5

- apply reading strategies (e.g., using a ruler to read along lines in a table, reading up from the horizontal axis, reading across from the vertical axis) to understand and interpret graphic texts (e.g., instructional diagram for assembling a tent, bar graph reporting habits of smokers and non-smokers, pie chart on Internet use among teens) with attention to features of layout and design (e.g., colour, font, spacing, levels of headings, grid patterns, subheadings).

### EAE1L-MIC-R5.6

- apply reading strategies to understand and select information provided on the Internet with attention to:
  - organization and features of a site or Web page;
  - audio and visual elements of design (e.g., music, animation, pop-ups);
  - search tools and navigational options;
  - relevance of accessed information.

### EAE1L-MIC-R5.7

- apply reading strategies (e.g., reading diagrams from left to right, from top to bottom) to understand and select information found in instructional texts (e.g., brochures, signs, labels, safety symbols and warnings) with attention to:
  - features of layout (e.g., numbers, sections, sequence of panels);
  - design (e.g., headings and subheadings, logos, captions, font, spacing, bulleted lists, frames, icons, symbols);
  - purpose (e.g., to inform, to persuade).

### EAE1L-MIC-R5.8

- apply reading strategies to research a product of their choice (e.g., article of clothing, athletic shoes, CD, video game, bicycle):
  - by consulting different types of sources (e.g., catalogues, local businesses, current magazines, flyers, newspaper ads, Web sites);
  - by using note-taking strategies to record relevant information (e.g., the price variations and features of various brands of the same product);
  - by assessing the product (e.g., choosing the brand that is the best buy), and by justifying their position.

## Developing Writing Skills

*Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.*

### Overall Expectation

By the end of this course, students will:

#### EAE1L-MIC-W5.OE

- select, record, and organize information on relevant topics and issues, choosing appropriate print and electronic sources for personal and school-related tasks.

### Specific Expectations

By the end of this course, students will:

#### EAE1L-MIC-W5.1

- apply a writing process to convey research results in a polished piece of writing:
  - by recognizing appropriate and useful Web sites;
  - by consulting relevant print and electronic sources;
  - by documenting sources to note references;
  - by verifying spelling and meaning of unfamiliar terms with word processing programs.

## Developing Writing Skills (continued)

### EAE1L-MIC-WS.2

- apply appropriate strategies (e.g., underlining, highlighting, index cards, graphs and charts, logs, surveys) to select, note, and collect information from at least two different sources in response to a research question on a relevant topic or issue (e.g., violence in the media, sexism in music videos, animal testing).

### EAE1L-MIC-WS.3

- rephrase the main ideas of short paragraphs, eliminating repetition and using sentence-combining techniques (e.g., using prepositions, linking words, and coordinating conjunctions: and, or, but).

### EAE1L-MIC-WS.4

- condense research on a relevant topic or issue (e.g., trends in the workplace, a chosen career, the pros and cons of video games, how to save money, the best product to buy) in a brief informational text (e.g., a summary, an instructional list, an informational brochure), focusing on:
  - grouping data under headings;
  - organizing information according to a logical sequence (e.g., chronological order, cause and effect);
  - discarding irrelevant information;
  - selecting appropriate images and visuals as support for the text;
  - selecting appropriate language for an audience of peers.

## Developing Language Skills

*Students develop and use knowledge of language conventions to communicate orally and to write in different forms, applying steps of a writing process.*

### Overall Expectation

By the end of this course, students will:

#### EAE1L-MIC-LS.OE

- select and use appropriate vocabulary and correct sentence structure in oral communication situations and in school-related tasks.

### Specific Expectations

By the end of this course, students will:

#### EAE1L-MIC-LS.1

- apply a writing process to make informed choices:
  - by selecting and applying gender inclusive and non-stereotypical vocabulary (e.g., firefighter, mail carrier, humanity);
  - by selecting terminology that demonstrates tolerance of race, creed, gender, physical and mental abilities, and social status;
  - by integrating newly learned vocabulary and appropriate levels of language into written texts.

#### EAE1L-MIC-LS.2

- apply oral and written communication skills, focusing on well-chosen vocabulary and sentence structure:
  - by applying knowledge of word families and derivations;
  - by varying sentence length and structure (e.g., interrogative sentence, exclamatory sentence);
  - by formulating clear and complete sentences, avoiding sentence errors (e.g., sentence fragments, run-on sentences);
  - by applying sentence-combining techniques (e.g., prepositional and participial phrases, semi-colons between two independent clauses, relative pronouns) to write compound and complex sentences.

# Developing Work Skills

## Developing Speaking and Listening Skills

Students develop and use oral communication skills, including presentation skills and active listening, to convey ideas and information, to support reasoning and positive interaction with others, and to respond to topics, issues, and texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-DWS-SpList.OE

- apply speaking and listening strategies to communicate with one or more persons in a workplace context, using appropriate vocabulary and social conventions.

### Specific Expectations

By the end of this course, students will:

EAE1L-DWS-SpList.1

- apply social conventions and appropriate language (e.g., using Mr. and Mrs.) in oral communication situations for personal and work-related purposes (e.g., responding to everyday inquiries, taking a message, obtaining specific information, reassuring a client, explaining procedures, dealing with minor conflicts):
  - by applying business terminology;
  - by avoiding slang and colloquialisms;
  - by selecting gender neutral, non-stereotypical, and non-biased language;
  - by applying bilingual skills to make transfers from French to English, and vice-versa (e.g., greetings, dates, addresses).

EAE1L-DWS-SpList.2

- apply speaking and listening skills to role-play a work scenario in a brief dialogue or conversation (e.g., a mechanic explaining a mechanical problem to a customer; a customer asking a sales clerk for a refund, for a product exchange, for a rain check, or for an item to be put on layaway; a customer complaining about a defective product).

EAE1L-DWS-SpList.3

- explain their findings on a selected job, using a visual aid (e.g., poster, chart, collage) and effective presentation techniques (e.g., tone of voice, body language, eye contact):
  - to summarize their findings;
  - to explain the reasons why they would be a good candidate for this job;
  - to clarify and justify their choice of job;
  - to make a link between their visual aid and their findings.

## Developing Reading Skills

Students develop and use strategies before, during, and after reading, applying steps of a reading process to understand and interpret a variety of texts, and to explore vocabulary and features of texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-DWS-RS.OE

- apply reading strategies to understand and interpret workplace documents and short forms of correspondence.

### Specific Expectations

By the end of this course, students will:

EAE1L-DWS-RS.1

- apply a reading process to understand and respond to workplace documents (e.g., inventory lists, instructions, time sheets, charts) and short forms of correspondence (e.g., e-mails, phone messages, memos):

#### *prereading*

- defining business and work-related terms, using print and electronic sources as well as knowledge of root words, prefixes, and suffixes;
- comparing and contrasting the meaning of newly learned words (e.g., computer terms, mechanical terms, monetary terms) with their French equivalents;



## Developing Reading Skills (continued)

### *reading*

- explaining target audience and purpose of work-related documents (e.g., Who will read or receive the document? Why was the document written? How will the reader of the document react? What is the reader of the document expected to do?);
- identifying business conventions and main features of form (e.g., headings, date, spacing, font, capitalization, punctuation, level of language) to clarify information and to use as models for their own writing;
- highlighting, noting, and organizing numerical data and information into simple tables, forms, and charts (e.g., time sheet, job application form, inventory list, application for a social insurance number);

### *postreading*

- making connections between research on trends in the workplace (e.g., apprenticeship programs, volunteer work, salaries, job openings) and their own job interests;
- explaining the importance of communication skills and bilingualism in the workplace;
- explaining the importance of good work habits (e.g., being on time, following a dress code, meeting deadlines, following procedures), and a positive attitude (e.g., accepting criticism, dealing with customers, interacting with peers) in the workplace;
- following instructions to accomplish personal and work-related tasks in response to work documents (e.g., health and safety brochure, first-aid applications label, operating a photocopier or fax machine), simple correspondence (e.g., e-mail messages, reminders, call-back messages, order and receipt forms), and graphs and charts (e.g., emoticons and icons, safety signs, labels, cost estimate charts).

### EAE1L-DW5-R5.2

- apply reading strategies to research a job of their choice by consulting print and electronic sources (e.g., career sites, brochures from employment centres, local businesses, and school guidance office) to find information (e.g., training, skills, and qualifications required, task description, salary range, job opportunities, place of employment).

## Developing Writing Skills

Students develop and use strategies before, during, and after writing, applying steps of a writing process to convey ideas and information, to support reasoning, and to write in different forms in response to topics, issues, and texts.

### Overall Expectation

By the end of this course, students will:

EAE1L-DW5-WS.OE

- apply a writing process to convey information in routine business correspondence, forms, and documents, adapting language to a workplace context.

### Specific Expectations

By the end of this course, students will:

EAE1L-DW5-WS.1

- apply a writing process to produce short messages, with attention to appropriate terminology, spelling, and usage.

EAE1L-DW5-WS.2

- apply knowledge of format and vocabulary, demonstrating an awareness of purpose and audience in the production of short business correspondence, forms, and documents (e.g., thank-you note, receipt, inventory sheet, order form for supplies).

EAE1L-DW5-WS.3

- write various messages (e.g., e-mail message, reminder, telephone message) in response to work-related situations, assuming the point of view of an employee in a local business (e.g., restaurant, hotel, garage).

EAE1L-DW5-WS.4

- complete a short job application form (e.g., job application from a fast-food chain, a landscaping business or a supermarket) and a variety of simple business forms requiring personal information and numerical data (e.g., accident report, deposit slip, time sheet, application for a social insurance number, work order).

## Developing Language Skills

Students develop and use knowledge of language conventions to write in different forms, applying steps of a writing process.

### Overall Expectation

By the end of this course, students will:

EAE1L-DW5-LS.OE

- apply knowledge of spelling patterns, punctuation, and capitalization to proofread their own texts and simple business documents.

### Specific Expectations

By the end of this course, students will:

EAE1L-DW5-LS.1

- apply knowledge of spelling, language conventions, and terminology pertaining to the workplace:
  - by using word processing resources to define and apply specific work-related terms;
  - by using word processing resources to correct errors in spelling, grammar, and numerical data.

EAE1L-DW5-LS.2

- apply knowledge of spelling to correct frequent errors in their own texts and simple business documents, focusing on the following spelling patterns:
  - replacing *y* by *ies* when forming the plural;
  - adding *s* to *ey* endings when forming the plural;
  - changing *y* to *i* when adding the suffixes *er* and *est* to adjectives;
  - spelling one-syllable words with short vowel sounds and spelling one-syllable words with long vowel sounds ending with *e* (e.g., hop/hope, hat/hate, mad/made, hid/hide, cut/cute).

## Developing Language Skills (continued)

### EAE1L-DW5-LS.3

- apply knowledge of main punctuation marks to proofread their own texts and simple business documents, focusing on the following:
  - commas in series, addresses, and dates, as well as commas after salutations and time indicators;
  - periods in abbreviations, acronyms, decimals, and at the end of sentences;
  - colons to introduce lists and to indicate time of day.

### EAE1L-DW5-LS.4

- apply knowledge of capitalization to proofread their own texts and simple business documents, focusing on the following:
  - acronyms, initials, and abbreviations (e.g., a.m./p.m., AD/BC, OYAP, WHMIS, Mr./Mrs./Ms./Miss, PO/Purchase Order) found in the workplace;
  - names of people, places, nationalities, and institutions;
  - dates, holidays, and addresses.

### EAE1L-DW5-LS.5

- apply knowledge of French spelling and business terms (e.g., development/développement, correspondence/correspondance, address/adresse) to recognize and correct frequent errors in their own work-related texts and simple business documents.

## Achievement Chart for *English*, Grades 9–12

| Categories  | 50 – 59%<br>(Level 1)  | 60 – 69%<br>(Level 2)   | 70 – 79%<br>(Level 3)   | 80 – 100%<br>(Level 4)  |
|---|--|---|---|---|
| <b>Knowledge and Understanding</b> <i>The acquisition of subject-specific content (knowledge) and the comprehension of its meaning and significance (understanding)</i>                             |  |   |   |   |
| <b>The student:</b>   |  |   |   |   |
| Knowledge of content (e.g., forms of text, terms, processes, conventions)   | – demonstrates limited knowledge of content  | – demonstrates some knowledge of content  | – demonstrates considerable knowledge of content  | – demonstrates thorough knowledge of content  |
| Understanding of content (e.g., concepts, ideas, theories, processes, conventions)  | – demonstrates limited understanding of content  | – demonstrates some understanding of content  | – demonstrates considerable understanding of content  | – demonstrates thorough understanding of content  |
| <b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>  |  |   |   |   |
| <b>The student:</b>   |  |   |   |   |
| Use of planning skills (e.g., inquiry, research)  | – uses planning skills with limited effectiveness  | – uses planning skills with some effectiveness  | – uses planning skills with considerable effectiveness  | – uses planning skills with a high degree of effectiveness  |
| Use of processing skills (e.g., generating, interpreting, analyzing, evaluating, synthesizing)  | – uses processing skills with limited effectiveness  | – uses processing skills with some effectiveness  | – uses processing skills with considerable effectiveness  | – uses processing skills with a high degree of effectiveness  |
| Use of critical/creative thinking processes (e.g., hypothesizing, reasoning, analysis)  | – uses critical/creative thinking processes with limited effectiveness                       | – uses critical/creative thinking processes with some effectiveness                       | – uses critical/creative thinking processes with considerable effectiveness                       | – uses critical/creative thinking processes with a high degree of effectiveness                       |
| <b>Communication</b> <i>The conveying of meaning through various forms</i>  |  |   |   |   |
| <b>The student:</b>   |  |   |   |   |
| Expression and organization of ideas and information in oral, visual, and written forms, including media forms  | – expresses and organizes ideas and information with limited effectiveness                   | – expresses and organizes ideas and information with some effectiveness                   | – expresses and organizes ideas and information with considerable effectiveness                   | – expresses and organizes ideas and information with a high degree of effectiveness                   |
| Communication for different audiences (e.g., parents, friends, teachers) and purposes (e.g., use of appropriate style, level of language) in oral, visual, and written forms, including media forms | – communicates for different audiences and purposes with limited effectiveness               | – communicates for different audiences and purposes with some effectiveness               | – communicates for different audiences and purposes with considerable effectiveness               | – communicates for different audiences and purposes with a high degree of effectiveness               |
| Use of conventions (e.g., spelling, grammar, syntax and punctuation), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms                       | – uses conventions, vocabulary, and terminology of the discipline with limited effectiveness | – uses conventions, vocabulary, and terminology of the discipline with some effectiveness | – uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness | – uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness |

| Categories | 50 – 59%<br>(Level 1) | 60 – 69%<br>(Level 2) | 70 – 79%<br>(Level 3) | 80 – 100%<br>(Level 4) |
|------------|-----------------------|-----------------------|-----------------------|------------------------|
|------------|-----------------------|-----------------------|-----------------------|------------------------|

**Application** *The use of knowledge and skills in familiar and new contexts*

**The student:**

|   |  |   |   |   |
|---|--|---|---|---|
| Application of knowledge and skills (e.g., content; reading process, writing process, oral presentation process) in familiar contexts | – applies knowledge and skills in familiar contexts with limited effectiveness     | – applies knowledge and skills in familiar contexts with some effectiveness     | – applies knowledge and skills in familiar contexts with considerable effectiveness     | – applies knowledge and skills in familiar contexts with a high degree of effectiveness     |
| Transfer of knowledge and skills (e.g., content; reading process, writing process, oral presentation process) to new contexts         | – transfers knowledge and skills to new contexts with limited effectiveness        | – transfers knowledge and skills to new contexts with some effectiveness        | – transfers knowledge and skills to new contexts with considerable effectiveness        | – transfers knowledge and skills to new contexts with a high degree of effectiveness        |
| Making connections within and between various contexts (e.g., social, cultural, personal)   | – makes connections within and between various contexts with limited effectiveness | – makes connections within and between various contexts with some effectiveness | – makes connections within and between various contexts with considerable effectiveness | – makes connections within and between various contexts with a high degree of effectiveness |

*Achévé d'imprimer en février 2005  
sur les presses  
du Centre franco-ontarien de ressources pédagogiques*