

Curriculum Expectations

English

As part of the curriculum review process, expectations are being incorporated into many areas of the elementary and secondary curriculum to help teachers bring First Nation, Métis and Inuit histories, cultures and perspectives into the classroom. This document provides teachers with a handy reference to those expectations contained in revised curricula released as of November, 2007. For Aboriginal students, the revised curriculum will help foster a strong sense of identity and a positive self-image. For all Ontario students, and educators, the new expectations add a rich new dimension to Ontario's curriculum, and strengthen opportunities to explore, appreciate, understand, and value the contributions of Ontario's Aboriginal communities to the social and cultural fabric of our province.



ENGLISH
GRADE 9, ACADEMIC

(ENG1D)

Oral Communication

Listening to Understand

- 1.4 Identify the important information and ideas in both simple and complex oral texts in several different ways (e.g., listen to a reading of a poem and then discuss the most important images with a partner; listen to a traditional Aboriginal story and create a story web; summarize and explain the central arguments of a speech in their own words; use a graphic form of expression, such as a series of drawings or tableaux, to depict the main events or ideas in an oral text)

Speaking to Communicate

- 2.2 Demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., speak in turn; paraphrase or restate group members' contributions to a discussion when reporting on the discussion to the rest of the class);
- 2.6 Identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning (e.g., control gestures while making a presentation in order to avoid distracting the audience from the message; demonstrate spatial awareness and cultural sensitivity when interacting with others; engage in appropriate eye contact during question-and-answer sessions).

Reading and Literature Studies

Reading for Meaning

- 1.1 Read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (e.g., compare the portrayal of adolescent issues in two short stories from different cultures; identify the theme in a Young Adult novel and a related poem in preparation for a book club discussion; compare two newspaper articles on the same topic, identifying where the authors agree and where they differ; create a bibliography of several online resources on a topic of interest);
- 1.8 Identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity (e.g., compare the depiction of an issue in a Young Adult novel and the depiction of the same issue in a newspaper report; explain how the social norms and values of a particular society in a different historical period are reflected in a short story from that place and time; describe differences in how readers from different backgrounds might respond to stereotyping in a text).

Writing

Using Knowledge of Form and Style

- 2.1 Write for different purposes and audiences using several different literary, informational, and graphic forms (e.g., a supported opinion essay about a school issue for the class newspaper; a comic strip based on a scene from a short story for young children; text for trading cards of mythological figures to share with friends; a poem inspired by a descriptive passage in a short story).

Media Studies

Creating Media texts

- 3.4 Produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques (e.g., a TV public service announcement to inform teens about a social issue or health topic; a brochure to inform peers about important figures in Aboriginal history)



ENGLISH
GRADE 9, APPLIED

(ENG1P)

Oral Communication

Listening to Understand

- 1.8 Identify the perspectives and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity (e.g., identify diverse views on identity revealed by the panellists in a televised town hall meeting; discuss, in a small group, their reactions to a major news event, and explain why the opinions of the group members might differ)

Speaking to Communicate

- 2.1 Communicate orally for a few different purposes and audiences (e.g., make a proposal for a school club to the principal; retell an Aboriginal story to the class; make a school-wide announcement to fellow pupils; engage in daily class-related conversations, using appropriate language and tone; tell an entertaining anecdote);
- 2.2 Demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., ask questions related to the topic; speak in turn; acknowledge alternative points of view during a small-group discussion; demonstrate an awareness of behaviours and conventions associated with speaking, such as body language, degree of physical proximity, gestures, level of assertiveness, and facial expressions).

Reflecting on Skills and Strategies

- 3.1 Describe a few different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills (e.g., explain which listening strategies helped them contribute to a group discussion; identify the most effective elements in their oral presentation and explain what they would do differently next time);
- 3.2 Identify a few different skills in viewing, representing, reading, and writing that help them improve their oral communication skills (e.g., describe how reading different texts from diverse cultures helps them connect to a diverse audience when they are speaking).

Reading and Literature Studies

Reading for Meaning

- 1.1 Read a few different short, contemporary student- and teacher-selected texts from diverse cultures, identifying purposes for reading (e.g., read an instruction booklet closely to understand how to use new equipment; skim a catalogue to find items of interest; read a variety of song lyrics and poems to create a personal anthology on a topic; research survey results from several sources to draw conclusions about a teen issue; compare children's stories on similar themes from three different cultures, using a Venn diagram to track similarities and differences).

Writing

Using Knowledge of Form and Style

- 2.1 Write for different purposes and audiences using a few different informational, graphic, and literary forms (e.g., a dialogue to dramatize two sides of an issue for the class; instructions to help a beginner perform a computer procedure; a word collage to express personal feelings about an Aboriginal issue; text for an illustrated pamphlet to share tips about snowboard safety with classmates).

Oral Communication

Speaking to Communicate

- 2.1 Communicate orally for a variety of purposes, using language appropriate for the intended audience (e.g., prepare a group read-aloud of a short story for a school-wide literary festival; prepare a “Speakers’ Corner” message about a contemporary issue; create and present a skit involving characters who hold opposing views on a topic; make a class presentation on the issues affecting Aboriginal communities);
- 2.2 Demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., adapt speech according to the role/responsibility assumed in a reading-circle discussion; negotiate consensus, when appropriate, by identifying the commonalities among the various points of view; use language and forms of address that are appropriate for the level of formality of the situation);
- 2.4 Use appropriate words, phrases, and terminology, and several different stylistic devices to communicate their meaning and engage their intended audience (e.g., use examples of idioms from diverse cultures to illustrate a concept during a presentation; use emotive language in a persuasive appeal to a large group; use contemporary English to adapt a Shakespearean soliloquy);
- 2.6 Identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately to help convey their meaning and with sensitivity to audience needs and cultural differences (e.g., use a variety of non-verbal cues to enhance a dramatic reading; assume a posture that maintains an engagement with the audience when giving a presentation; play charades in a small group)

Reading and Literature Studies

Reading for Meaning

- 1.1 Read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading. (e.g., compare the diction and imagery used in a contemporary poem and a poem on the same theme from a different historical period; develop a character sketch based on a brief biography of a historical figure they admire to prepare for a short role-play presentation; use an electronic database to locate information from various sources about religious or cultural practices of an ethnic group different from their own).

Understanding Form and Style

- 2.3 Identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts (e.g., determine the differences in meaning or effect when the same symbol, such as the sun or water, is used in two different poems; compare the images, symbols, and literary devices used in an Aboriginal myth and a Greek myth; explain how a mythical allusion in a piece of literature or an advertisement enhances the theme or message; determine what effects are achieved in works by two different authors, one of whom uses a variety of sentence types while the other does not).

Writing

Developing and Organizing Content

- 1.1 Identify the topic, purpose, and audience for a variety of writing tasks (e.g., an academic essay examining a theme in one of Shakespeare’s plays for the teacher; a speech about an Aboriginal leader or role model for peers; a rite-of-passage narrative relating the experience of a fictional character for peers and adults; a narrative about a significant personal moment in their own Grade 9 experience for new Grade 9 students; an article on a local issue for a community newspaper).

Media Studies

Understanding Media Texts

- 1.4 Explain why the same media text might prompt different responses from different audiences. (e.g., explain why seniors and teens might respond differently to a political speech; suggest reasons why not all their peers like the same type of music)

Creating Media Texts

- 3.4 Produce media texts for a variety of purposes and audiences, using appropriate forms, conventions and techniques (e.g., a sports magazine cover for a teenage audience; posters promoting their independent reading selections for display in the school library; a commercial promoting the contributions of Aboriginal people).

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ENGLISH

GRAD 10, APPLIED

(ENG2P)

Oral Communication

Listening to Understand

- 1.1 Identify the purpose of several different listening tasks and set goals for specific tasks (e.g., listen to an oral presentation to determine the main ideas and relevant supporting details; understand others’ points of view during a conversation; identify and understand two sides of a news story about an Aboriginal issue or event);
- 1.8 Identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity (e.g., listen for generalizations about groups of people in historic political speeches; do a mock interview with a character from a story to determine how his/her background has influenced his/her behaviour and attitudes; identify which words or phrases in a news broadcast signal generalizations or stereotypes about race, gender, culture, ability, or age).

Speaking to Communicate

- 2.2 Demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., use phrases such as “In my opinion...”, “I believe...”, “I think...”, to soften their opinion during small-group and class discussions; respond receptively to suggestions in a student-teacher conference).

Reflecting on Skills and Strategies

- 3.2 Identify several of their skills in viewing, representing, reading, and writing, and explain how the skills help them improve their oral communication skills. (e.g., explain how viewing various media texts helps them create culturally sensitive presentations; explain how writing an outline for an oral presentation makes the presentation more effective).

Reading and Literature Studies

Reading for Meaning

- 1.1 Read several different short, contemporary, student- and teacher- selected texts from diverse cultures, identifying specific purposes for reading (e.g., identify information from a recycling brochure or from the website of an environmental organization to use in an assignment about protecting the environment; identify their most favourite and least favourite characters or scenes from a short story for a double-entry journal response; read the Official Driver's Handbook in preparation for the driver's licence test; summarize information from online sources about options for completing their community involvement hours; note the text forms and features used in various charts and tables);
- 1.8 Identify perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, identity, and power (e.g., describe how the portrayal of a group by a non-group member differs from a portrayal by a member of the group; compare articles from a mainstream newspaper and an Aboriginal newspaper on a particular Aboriginal issue or event).

Writing

Developing and Organizing Content

- 1.1 Identify the topic, purpose, and audience for several different types of writing tasks (e.g., a dialogue demonstrating the conflict between two characters to be acted out in class; a series of instructions for making or doing something for fellow students; a letter about a topic of local interest/concern for a community newspaper; an article for the school newspaper on a cultural event such as National Aboriginal Solidarity Day).

Media Studies

Understanding Media Texts

- 1.5 Identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power (e.g., identify beliefs or values revealed in examples of graffiti; explain how the cover of a magazine might be changed to attract a wider audience of readers; identify examples in media texts of Aboriginal images that have become stereotyped).

Reflecting on Skills and Strategies

- 4.1 Describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers. (e.g., explain how the ability to identify various kinds of stereotypes in ads – of families, teenagers, Aboriginal people, religious groups – helped them to create their own ads without stereotypes).

10 LITERACY SKILLS: READING AND WRITING
GRADE 10, OPEN

(ELS20)

Reading Skills

Reading for Meaning

- 1.1 Read a variety of self-selected and teacher-assigned literary, graphic, and informational texts representing a variety of cultures and perspectives (e.g., literary: short stories, multicultural poetry, song lyrics, narratives, Aboriginal stories; graphic: graphic novels, comic books, student agendas, cellphone bills; informational: newspaper and magazine articles, pamphlets, brochures, flyers, owner's manuals)

Writing skills

Developing and Organizing Content

- 1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns (e.g., organize information by topic and subtopic using teacher-and-student generated headings; use index cards to organize information from a documentary in chronological order; complete a Venn diagram to show similarities and differences between two cultural perspectives on a topic).

Reflecting on Writing Skills and Strategies

- 4.3 Select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice (e.g., writing that meets teacher-identified criteria as well as personal criteria).

11 ENGLISH
GRADE 11, UNIVERSITY PREPARATION

(ENG3U)

Oral Communication

Listening to Understand

- 1.2 Select and use the most appropriate active listening strategies when participating in a range of situations (e.g., formulate questions to ask a presenter at the conclusion of a lecture; affirm and build on the ideas of others in a book-club discussion; respond to a speaker's point of view while showing respect for diversity of ideas, language, and culture).

Reflecting on Skills and Strategies

- 3.1 Explain which of a variety of strategies they found most helpful before, during, and after listening and speaking, then evaluate their strengths and weaknesses in oral communication to help identify the steps they can take to improve their skills (e.g., explain how audience response to their presentation influenced their delivery; explain how they adjust their participation strategies in culturally diverse groups; create a long-term strategy for raising their current oral communication knowledge and skills to the level needed for their choice of occupations or postsecondary programs).

Reading and Literature Studies

Reading for Meaning

- 1.1 Read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading. (e.g., compare their own perspective on a topic with the perspective of the main character in a narrative from an earlier historical period; compare treatments of similar themes in stories from different cultures, including First Nation, Inuit, or Métis cultures; study literary essays, noting thesis statements and structural elements, as models for their own writing; research a topic of interest to develop an annotated bibliography for an independent study);
- 1.8 Identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power (e.g., explain, on the basis of research, how the historical and/or cultural content of a novel accounts for the social attitudes expressed by its characters; compare the perspectives on current events or social or environmental issues expressed in the editorials or feature articles of different newspapers or magazines).

Writing

Developing and Organizing Content

- 1.4 Identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing (e.g., reorganize the plot outline for a story to include a series of flashbacks; identify a pattern to guide their use of imagery in writing a poem; work in groups to sort and organize their ideas for creating a rap, focusing on categories such as voice, power, and the depiction and/or exclusion of certain groups; use a graphic organizer to refine their ideas about a thesis or topic in preparation for writing a literary essay; determine the organizational pattern, such as chronological order, climactic order, or cause and effect, best suited to presenting ideas and information in an essay on a specific topic).

Media Studies

Understanding Media Texts

- 1.5 Identify the perspectives and/or biases evident in media texts, including increasingly or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., assess the way a television sitcom or drama depicts characters from cultural or social groups that are under-represented in mainstream television; explain how the representation of body types in the advertising and editorial content of most popular sports and fashion magazines can affect audiences; explain how a film manipulates familiar archetypes and/or stereotypes to confirm or contradict the audience's expectations about plot or character).

Oral Communication

Speaking to Communicate

- 2.5 Identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences (e.g., compare the effectiveness of the same oral text when it is read in a monotone versus when it is read in an animated voice; use appropriate vocal effects to record a commercial aimed at children);
- 2.6 Identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately and with sensitivity to audience needs and cultural differences (e.g., rehearse and use facial expressions to express different emotions during a presentation; role-play and demonstrate appropriate body language in informal situations, such as dating, having lunch with co-workers, making introductions)

Reading and Literature Studies

Reading for Meaning

- 1.1 Read a variety of short, contemporary student- and teacher- selected texts from diverse cultures identifying specific purposes for reading (e.g., examine workout programs provided on a fitness website to develop a personal fitness plan; review sports and fashion magazines to prepare for a debate on gender stereotyping; note text forms and features in textbook excerpts;1 prepare a “timed retell” of a non-fiction text);
- 1.8 Identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., identify the viewpoint of an editorial cartoon and propose alternative viewpoints; examine several issues of an automotive, lifestyle, or travel magazine to identify social and ethnocultural groups that are under-represented; analyse the lyrics of a popular song for messages about power).

Media Studies

Understanding Media Texts

- 1.5 Identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., describe messages inherent in depictions of women on the covers of mass-market romance novels; explain what is implied by the presence or absence and/or the portrayal of particular professions or socio-economic and ethnocultural groups in a popular television show).

Oral Communication***Listening to Understand***

- 1.2 Identify and use several different active listening strategies when participating in a variety of classroom interactions (e.g., respond to a speaker's opinion while showing respect for diversity of ideas, language, and culture; demonstrate understanding of when to speak, when to listen, and how much to say; use verbal or non-verbal responses to indicate interest or an opinion).

Reading and Literature Studies***Reading for Meaning***

- 1.1 Read several different short, contemporary student- and teacher-selected texts that come from diverse cultures and reflect a variety of perspectives on current issues, identifying specific purposes for reading (e.g., summarize the events in a narrative; research a product in a selection of fashion or automotive publications; identify significant events in the life of a person from a country that you would like to learn more about, based on an online biography; summarize a range of opinions on a contemporary issue after reading three short texts of different forms that present differing perspectives on the issue).

Media Studies***Understanding Media Texts***

- 1.5 Identify perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity (e.g., identify the values suggested by depictions of destinations in travel brochures and on websites; describe common features of portrayals of Aboriginal peoples in Canadian media and the impression they create).

Oral Communication***Speaking to Communicate***

- 2.5 Identify a variety of vocal strategies, including tone, pace, pitch, and volume, and, use them effectively and with sensitivity to audience needs and cultural differences (e.g., control and vary tone to enhance a message; adjust volume to reflect emotionally charged material and language during a speech; adjust pace and pauses during a seminar presentation to allow listeners sufficient time to take notes);
- 2.6 Identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences. (e.g., adjust facial expressions to serve tone and message; research and role-play various types of non-verbal cues used in different cultures).

Reflecting on Skills and Strategies

- 3.1 Demonstrate insight into their strengths and weaknesses as listeners and speakers, and practise the strategies they found most helpful before, during, and after listening and speaking to improve their oral communication skills (e.g., identify the environmental conditions that help them listen effectively; explain how they adjust their presentation strategies to reach a culturally diverse audience; assess their time management and self-motivation strategies when preparing for a presentation and adjust as necessary).

Reading and Literature Skills

Reading for Meaning

- 1.1 Read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (e.g., read editorials and articles in newspapers, magazines, or journals reflecting two opposing views of Canada as a multicultural society, to prepare for a debate; compare the information in a variety of university calendars and websites to identify the undergraduate program that best suits their interests and needs; summarize a selection of critical essays about a text studied in class to enhance or challenge their own interpretation of the text);
- 1.8 Identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power (e.g., identify any significant social issues or concerns that are relevant to the topic of an opinion piece but are not addressed by the author; analyse texts for their use of inclusive or exclusive language; review the allusions made in a text to determine whether they reveal a bias on the author's part).

Writing

Using Knowledge of Form and Style

- 2.1 Write for different purposes and audiences using a variety of literary, graphic, and informational forms (e.g., a parody of a soliloquy in a play studied in class, for their peers; an essay analysing the themes, image patterns, or narrative techniques used in a literary work; a novel study website on a novel of their choice for an audience of teenagers; a feature article for a community newspaper that describes a conflict between people from different cultures in their school or community and proposes a solution to the conflict.)

Media Studies

Understanding Media Text

- 1.1 Explain how media texts, including complex and challenging texts, are created to suit particular purposes and audiences (e.g., aspects of advertising campaigns are often modified to reflect the priorities of different regional, cultural, or socio-economic groups; the differing story line-ups of a major news network and a community television news channel reflect their differing priorities and target audiences).

Oral Communication***Speaking to Communicate***

- 2.2 Demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (e.g., respond appropriately to constructive criticism; re-explain parts of a presentation on how to apply for OSAP after the audience responds with confusion; assess the background knowledge and needs of the audience before speaking; invite silent group members to contribute to a discussion);
- 2.5 Identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences (e.g., impersonate the voice of a character from pop culture for an advertisement for the school; vary pitch during a formal presentation to engage and maintain the audience's interest);
- 2.6 Identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences (e.g., choose culturally appropriate non-verbal cues when addressing various audiences; use a variety of non-verbal cues to enhance a dramatic reading; use modelled non-verbal cues to express agreement or disagreement with presented material).

Reading and Literature Studies***Reading for Meaning***

- 1.1 Read a variety of short, contemporary student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading (e.g., use a library database to identify appropriate journals for an annotated bibliography on a topic of personal interest; read several articles and/or editorials from different sources to help develop an informed opinion on a topic; compare the courses offered in specific college programs that interest them by reviewing college calendars and websites);
- 1.8 Identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power (e.g., identify gender or cultural bias in job advertisements; determine whether the voices represented in a text are appropriate for that text, and suggest how the meaning would change if different voices were represented; identify a trend in popular fiction and describe what this trend reveals about current society; identify the use of exclusive language in texts).

Media Studies

Understanding Media Texts

- 1.1 explain how media texts, including increasingly complex or difficult texts, are created to suit particular purposes and audiences (e.g., in a movie drama for a teen audience, the central characters are teenagers, to enable viewers to identify and sympathize with them; a college website includes images of students from a variety of ethnocultural groups studying and socializing so that a wide range of prospective students can imagine themselves at that college).

Reflecting on Skills and Strategies

- 4.2 Explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts (e.g., listening to a multicultural panel discussion about an issue can help them identify the most important aspects to cover in a media campaign about the issue).



ENGLISH

(ENG4E)

GRADE 12, WORKPLACE PREPARATION

Oral Communication

Speaking to Communicate

- 2.5 Identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences (e.g., use pauses and changes of pace in a presentation to highlight important points from a research report; use tone and volume to present and clarify written messages in a school announcement; use appropriate tone and volume when addressing customer complaints in a role play).

Reading and Literature Studies

Reading for Meaning

- 1.1 Read a variety of short, contemporary, student and teacher-selected texts that come from diverse cultures and reflect a variety of perspectives on current issues, identifying specific purposes for reading (e.g., find information in schedules, charts, and tables to complete a workplace task; rehearse a role based on a character in a short story by an Aboriginal writer for a readers' theatre performance; interpret and evaluate data in a comparison chart about two different brands of a product; read a feature magazine article about a new perspective on a current issue for personal interest).

Media Studies

Understanding Media Texts

- 1.5 Identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., comment on the different perspectives on an issue revealed in the news websites of different cultural groups).

ABOUT THE TEACHER'S TOOLKIT

This document is one component of *Aboriginal Perspectives: The Teacher's Toolkit*, a collection of resources designed to help Ontario educators bring Aboriginal perspectives into the classroom. Based on the revised Ontario curriculum, the series includes resources for educators at both the elementary and secondary levels. Other resources in this series can be found on the ministry website at www.edu.gov.on.ca.

