

English, Grade 9 Academic

Grade	Topic	Expectations	
Strand: Oral Communication			
9	Listening to Understand	1.4	Identify the important information and ideas in both simple and complex oral texts in several different ways.
		1.6	Extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., listen to a reading circle member's opinion of a text and respond by sharing their own opinion; investigate topics presented in an oral text, using online sources, in order to assess the speaker's credibility).
		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.
9	Speaking to Communicate	2.1	Communicate orally for several different purposes, using language suitable for the intended audience (e.g., tell a story to an elementary school class; participate in a classroom debate on a social issue; participate in a book-club discussion; discuss changes to an essay in a student-teacher conference).
		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).
Strand: Reading and Literature Studies			
9	Reading for Meaning	1.5	Extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.
		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.
Strand: Media Studies			
9	Understanding Media Texts	1.1	Explain how both simple and complex media texts are created to suit particular purposes and audiences (e.g., both the feature articles and the advertisements in a women's fashion magazine are designed to appeal to – and influence – women's sense of fashion and beauty, and to promote sales; a web page about skateboarding has both video clips that feature new and challenging jumps and links to advertisers promoting the latest equipment).
		1.2	Interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey.
		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, and identity (e.g., identify the characteristics that signal Canadian content and interests in a Canadian

			television program; explain the messages conveyed through the depiction of gender roles in popular music videos).
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