

10th Grade - Objectives & Skills

READING	WRITING	SPEAKING	LISTENING
<p>Students demonstrate understanding of a variety of original texts for different purposes and different tasks with little support. They:</p> <ul style="list-style-type: none"> - read a variety of authentic fictional, informational and graphic texts. - analyze and respond to unabridged text selections of a wide variety of genres with little support. - respond to authentic texts in a variety of ways (write comparison/contrast essays, discuss personal connections with specific passages or events in a story or book, etc) - identify and analyze a variety of literary or stylistic devices in short stories, poems, and novels (foreshadowing, simile, metaphor, extended metaphor, personification, symbolism, irony, imagery) - analyze recurring themes across traditional and contemporary works, elements of humour (exaggeration, understatement, comic language), characteristics of different forms of poetry. - analyze author and background of literary work. - choose grade-appropriate reading material for personal enjoyment . - respond critically to literature, giving well-supported answers. - use a variety of reading comprehension strategies before, during, and after reading to understand informational and fictional texts. (activate prior knowledge, scan text for specific information, make predictions based on knowledge of similar texts, identify important ideas to remember. - extract information from a variety of sources and organize it using appropriate outlines and graphic organizers. - identify sources of information used and evaluate them for reliability and point of view. - use a variety of vocabulary acquisition strategies to build vocabulary (maintain a word study journal, use memory and visualization strategies to learn new words, construct semantic web) - demonstrate understanding of the grammatical structures of English used in texts appropriate for the level. 	<p>Students write English for a variety of purposes and audiences using appropriate conventions with increasing accuracy. They:</p> <ul style="list-style-type: none"> - produce emails, articles, essays, reviews, letters, reports, stories with few grammatical and spelling mistakes. - use connecting devices and transition words and phrases to show relationships between ideas and information in linked sentences and paragraphs. - organize information relating to a written prompt following the required structures and planning. - write more complex texts to express ideas and feelings on personal topics using a variety of forms (narrative about a personal journey, write a poem, depict an imaginary conversation between two characters, write personal letters) - use correctly the grammatical structures and conventions of written English appropriate for this level. - use a variety of pre-writing strategies to generate vocabulary and organize ideas for writing (engage in timed writing activities, organize information from reading or research using Venn diagram or flow chart, use English to develop ideas) - revise, edit, and proofread drafts using a variety of teacher-directed and independent strategies (interpret correction symbols, peer evaluation, etc) - identify and use a variety of writing strategies before, during, and after writing, and reflect after writing on those they found most helpful (choose appropriate graphic organizers from a list to order ideas for specific writing purposes) 	<p>Students speak English to communicate in a variety of situations, familiar and unfamiliar, with increasing accuracy and fluency. They:</p> <ul style="list-style-type: none"> - engage in spoken interactions on personal and content-area topics (contribute information in discussions, share ideas, give feedback to classmates and teachers on certain activities,etc) - use a number of conversational expressions to negotiate spoken interactions. - present ideas and information orally of a certain length for academic purposes . - use correctly the grammatical structures of spoken English appropriate for this level. - use appropriately a number of pronunciation, stress, rhythm, and intonation patterns of spoken English to communicate meaning accurately. - use a number of circumlocution, clarification, and repair strategies to bridge gaps in spoken communication (use a simple word meaning something close to the intended concept and invite feedback, define the features of something concrete for which they do not know or remember the word) 	<p>Students understand, interpret, and evaluate spoken English with great accuracy in a variety of situations. They:</p> <ul style="list-style-type: none"> - demonstrate comprehension of specific information in more detailed directions, instructions, and classroom presentations, with reduced contextual support. - demonstrate understanding of spoken English in familiar and unfamiliar situations. - respond to new and unfamiliar vocabulary. - identify specific and main ideas in different contexts. - extract key concepts form audio material. - participate actively in oral discussions in large groups. - respond to intonation patterns, different pacing and accents. - respond to spoken English in social, academic, formal, and informal situations, including some idioms, and conversational nuances (irony, humour, flattery)