

Ontario Curriculum Links

English



Broader connections to the curricula at the bottom of the document.

Grade	Mixed Company Theatre's Connection to Curriculum Expectations
6	<p><u>Oral Communication</u></p> <p>1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways</p> <p>1.6 extend understanding of oral texts by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives</p> <p>1.9 identify a variety of presentation strategies used in oral texts and analyse their effect on the audience</p>
7	<p><u>Oral Communication</u></p> <p>1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways</p> <p>1.6 extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>1.7 analyse oral texts in order to evaluate how effectively they communicate ideas, opinions, themes, or experiences, and suggest possible improvements</p> <p>1.8 explain the connection between a speaker's tone and the point of view or perspective presented in oral texts</p> <p>1.9 identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness</p> <p>2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies</p>

Ontario Curriculum Links



English

	<p>3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p> <p>3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p><u>Media Literacy</u></p> <p>2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience</p>
8	<p><u>Oral Communication</u></p> <p>1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways</p> <p>1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations</p> <p>1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p> <p>1.7 analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies</p> <p>1.9 identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so</p> <p>2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies</p> <p><u>Media Literacy</u></p> <p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (</p>
9	<p><u>Oral Communication</u></p> <p>1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions</p>

Ontario Curriculum Links



English

	<p>1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts</p> <p>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</p> <p>1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response</p> <p>1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain</p> <p><u>Media Literacy</u></p> <p>2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning</p> <p>2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience</p>
10	<p><u>Oral Communication</u></p> <p>1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions</p> <p>1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts</p> <p>1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>1.7 analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response</p> <p><u>Media Literacy</u></p> <p>2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning</p>

Ontario Curriculum Links

English



	<p>2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience</p>
11	<p><u>Oral Communication</u></p> <p>1.2 select and use the most appropriate active listening strategies when participating in a range of situations</p> <p>1.3 select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts</p> <p>1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>1.7 analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response</p> <p><u>Media Literacy</u></p> <p>2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning</p> <p>2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience</p>
12	<p><u>Oral Communication</u></p> <p>1.2 select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts</p> <p>1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts</p> <p>1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements</p> <p>1.7 evaluate the effectiveness of texts, including complex and challenging texts, using evidence from the text insightfully to support their opinions (</p>

Ontario Curriculum Links



English

<p><u>Media Studies</u></p> <p>2.1 identify general and specific characteristics of a variety of media forms and demonstrate insight into the way they shape content and create meaning</p> <p>2.2 identify conventions and/or techniques used in a variety of media forms and demonstrate insight into the way they convey meaning and influence their audience</p>
--

As per the 2007 Grade 1-8, 9-10, and 11-12 curricula suggest, English Language studies should, “enhance students’ understanding as they learn to communicate their thoughts, feelings, and ideas; identify and present a variety of points of view,” and allow students to, “explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions” (Ontario Ministry of Education).

Mixed Company Theatre’s workshops and presentations support the curricula’s expectations of effective teaching approaches that, “involve students in the use of higher-level thinking skills and encourage them to look beyond the literal meaning of texts and to think about fairness, equity, social justice, and citizenship in a global society” (Ontario Ministry of Education, 2007).

The use of Forum Theatre also involves the development of critical literacy which, “involves asking questions and challenging the status quo, and leads students to look at issues of power and justice in society” and helps, [empower] students by enabling them to express themselves and to speak out about issues that strongly affect them” (Ontario Ministry of Education, 2007).