

Course Profile

English

Grade 9
Academic

• *for teachers by teachers*

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Unit #1

Title: **Storytelling: Short Stories and Mythology**

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Unit Description

In the storytelling unit, students will read and demonstrate their understanding of short stories and myths in discussions and reflections that will assist in the development of their personal and social well being. Students will apply various strategies to read, understand and interpret information and ideas based on Christ's teaching of compassion and understanding. They will demonstrate their understanding through reflective discussions, group work and writing.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1g, 1h, 2a, 4a, 4b, 6c, 7f, 7g, 7j

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.01-05D; LGV.01D, 02B; MDV.01-02D

Specific Expectations: LI1.01-02D, 03B, 04-08D; LI2.02D; WR1.02-04D; WR3.01-03D;
WR4.01D, 02B, 03D, 04B; LG1.01B, 03B, 04B, 05D, 06B, 07B;
LG2.01-04D; MD2.01-03D

Activity Titles (Time and Sequence)

Activity 1	Welcome to the World of the Story	300 minutes
Activity 2	Up Close and Personal: The Character Study	180 minutes
Activity 3	A Picture is Worth a Thousand Words: Creative Extension Activity	120-180 minutes
Activity 4	The Story Echoes: Myth Exploration and the Archetype	240 minutes
Activity 5	Words, Words, Words	60 minutes + integrated
Activity 6	Visiting Mount Olympus: Presenting a God/Goddess	180 minutes
Activity 7	Telling your Story	360 minutes

Unit Planning Notes

- Teachers should be aware that time used to complete the process work on writing assignments may be taken from/cross referenced with Skills Unit 6, as this unit is intended to be integrated throughout the course.
- As the Storytelling Unit is intended to be the first unit delivered in this course, teachers should take the time to incorporate diagnostic testing of reading and writing ability of students for the purposes of identifying the need for remediation.
- While one hour has been formally assigned in this unit to explore the etymology of words, this study should continue to be interspersed throughout the course.
- An introductory discussion of archetypes can be enhanced when students are invited to see how other cultures and times have struggled with the meaning of their existence, while allowing Catholics an opportunity to explore the symbolic patterns within their own scripture and artistic tradition.
- As the final summative assignment, students should be offered the choice between writing their own short story or myth.

Prior Knowledge Required

- Familiarity with the myths and legends of the Hebrew scriptures

Teaching/Learning Strategies

- discuss and collaborate in a group setting/contribute to a daily discussion
- engage in writing process
- conference with peers and teacher
- participate in classroom reading
- reflect via journal writing
- jigsaw around literary terms
- research, develop and participate in small group presentation
- formulate responses to questions as assigned

Assessment/Evaluation

Diagnostic and Formative Assessment:

- assess reading and writing ability for the purpose of identifying the need for possible remediation
- peer and self evaluation
- response journals
- homework questions
- informal and formal teacher observation/roving conferences
- jigsaw discussions
- preparation of the oral presentation (process)

Summative Evaluation:

- character sketch and literary character profile
- oral presentation (product)
- creative extension activities associated with short stories
- short story or myth
- unit test which addresses the four areas of achievement

Resources

- a short story collection, mythology collection, glossary of literary terms, etymology text
- CD ROMs or videos with references to mythological figures
- NRSV Bible, Vatican Library web site

Activity #1

Title: Welcome to the World of the Story

Time: 300 minutes

Description

This first activity has as its primary goal the opportunity for students to read and discuss short works of narrative fiction and to introduce students to the various elements of fiction writing. Story holds pride of place in the Christian tradition because it is through narrative that a community's identity and purpose is forged. Some of the techniques recommended in this activity are a jigsaw around the literary terms and the completion of a plot graph.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms (LIV.02D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately (WRV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role-playing, and reporting/presenting specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

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- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
 - describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
 - locate explicit information and ideas in texts to use in developing opinions and interpretations (LI1.04D)
 - analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
 - explain how readers' different backgrounds might influence the way they understand and interpret a text (LI1.07D)
 - use knowledge of elements of the short story to understand and interpret examples of the genre (LI2.02D)
 - select words and phrases appropriate to informal and formal styles, to suit the purpose and the intended audience of oral and written work (LG1.04B)
 - recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)
 - recognize, describe, and correct sentence errors in oral and written language (LG1.06B)
 - communicate in group discussions by sharing the duties of the group (LG2.02D)

Planning Notes

- As this is the first unit of the course, teachers will administer a diagnostic reading and writing test for the purpose of identifying students who will require remediation and modification of their program. The results of these tests are not intended to be used in the calculation of student grades.
- This first activity is intended to act as an introduction to the world of literature and all it can afford. While teachers will read approximately four to five stories, they will be interspersed among activities one to three. Stories will be chosen from the selected anthology text. Teachers should be mindful to select stories which include Canadian content and which are respectful of the community in which the curriculum is being delivered.
- After students have been introduced to the literature, teachers will allow them to jigsaw around the relevant literary terms, such as: plot, plot graph, conflict, setting, mood/atmosphere, point of view, character, characterization, theme, symbol, suspense, foreshadowing, imagery and irony.

Teaching/Learning Strategies

- During the introduction of the first story, the teacher will have each student read a brief passage orally, in order to diagnose any reading difficulties that may exist in the class and in order to facilitate remediation (see Accommodations).
- Students will participate in journal writing throughout the course. Response journals will be employed as a vehicle for sharing personal reactions to texts under study. The teacher will provide prompts as needed, asking questions such as: a) Imagine yourself as the protagonist; how do you feel? b) It is the day after the last episode in the story; what will you do? c) Do you have any questions you'd like to ask the protagonist?
- The teacher will have students submit their first response journal for the purpose of diagnosing any writing and/or comprehension difficulties that may require remediation or support.
- Students will participate in classroom reading and contribute to daily discussion of the stories.
- Students will formulate responses to questions as assigned. (The teacher will be mindful of Bloom's taxonomy when assigning questions.)

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- The teacher will facilitate the jigsaw process by setting up the "home groups." In "home groups", each student will take responsibility for 3 to 4 literary terms. Students will then meet with their "expert groups" and solidify their understanding of the terms, with the help of the text or teacher provided glossary. Students will then return to their "home group" and share their understanding of the assigned literary terms.
 - During the jigsaw process the teacher will circulate throughout the classroom, conferencing with students regarding both the process and the terms, i.e., via roving conferences.
 - The teacher will follow up the jigsaw activity with a review of the various literary terms.
 - Students will continue to work with the selected stories throughout the next two activities.

Assessment/Evaluation

Diagnostic and Formative Assessment:

- diagnostic testing for reading and writing
- informal and formal teacher observation of group jigsaw discussions (**Appendix 1.1**)
- roving conferences
- homework checks of questions assigned
- self evaluation of participation in the jigsaw activity (**Appendix 1.2**)

Summative Assessment:

- questions of a summative nature on the unit test

Accommodations

- a scribe as required (a peer, a peer tutor or educational assistant)
- reduction in the amount of content and/or number of questions for which a student is responsible
- audiotapes/peer helper reading aloud
- read aloud to the teacher instead of the class

Resources

- a short story collection; some recommended anthologies include Inside Stories I, HBJ; Transitions, HBJ; Transformations, HBJ; Global Reading Safari, Nelson; The Issues Collection, McGraw Hill; Identity and Learning, HBJ; Between Worlds, Rubicon Press Inc.

Activity #2

Title: Up Close and Personal: The Character Study

Time: 180 minutes

Description

In this activity students will understand and apply the concepts of character development and create a character sketch and a literary character profile. The activity will culminate in students pairing up and conducting an interview to ascertain the physical characteristics, personality attributes, values, and beliefs of a selected individual. The study of character will foster in students a sensitivity to the uniqueness and inviolability of each person. Included in this activity is an introduction to the writing process, which will also be integrated throughout the entire course.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations The graduate is expected to:

- respect the faith traditions, world religions and the life-journeys of all people of good will (1h)
- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- value and honour the important role of the family in society (6c)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)
- contribute to the common good (7j)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
- locate explicit information and ideas in texts, to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- use knowledge of elements of the short story to understand and interpret examples of the genre (LI2.02D)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage (LG1.05D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06B)
- recognize, describe, and use correctly, in oral and written language the conventions of standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)
- communicate in group discussions by sharing the duties of the group (LG2.01D)

Planning Notes

- As an option for the character sketch assignment, teachers/students can invite a guest to the classroom to be interviewed. The objective for students is to craft "the perfect question" to "get the scoop". Students will work on making the connections between their observations and their inferences. This is a skill they will continue to develop throughout the course. Questions will be prepared in advance.
- Before students complete the character sketch assignment, teachers will ensure that students comprehend the concepts of character, direct and indirect characterization, and static versus dynamic characters.
- While both written assignments (the character sketch and the literary character profile) will be checked for completion, students need only choose one for assessment, and as a possible submission to their writing portfolio.
- As this is the first written assignment where students will take their writing from the prewriting stage through drafting to a final product, teachers will ensure that they instruct the students about the required steps and protocols in the writing process: prewriting, drafting, conferencing, revising and editing.

Teaching/Learning Strategies

Character Sketch

- Students will be introduced to the writing process, its steps and the qualities which constitute each.
- The teacher will outline expectations for both character related assignments.
- Students will create a list of interview questions designed to discover the personal qualities and values of the individual they select to interview.
- Students will conduct interviews in pairs, questioning either one another or as indicated above, a guest who visits the classroom. Students might choose to leave the classroom, and interview someone from the community, (e.g., someone working in a career field to which they aspire).
- Students will individually organize the information from their interview into a descriptive paragraph.
- Students will participate in conferencing, editing and revising their work.
- The teacher will conference with students as required.

Literary Profile

- Students will select a character from one of the stories under study.
- Students will create an observation inference chart which will indicate the evidence supporting their perceptions of the character.
- Students will write a descriptive paragraph based on a literary character.
- The teacher will review the concepts relevant to character that were introduced in the group jigsaw activity. (Unit 1, Activity 1)

Assessment/Evaluation

Formative Assessment:

- informal and formal teacher observation of interviewing skills and commitment to task
- peer and self evaluation of writing and editing process

Summative Assessment:

- character sketch and literary character profile via criteria checklist, developed collaboratively by teachers and students
- questions of a summative nature on the unit test

Accommodations

- reduction of content or requirements, or an audiotape of the short stories
- one-on-one conferencing with teacher or peer, for clarification and/or support
- a comparative study of two characters from two different stories in lieu of the literary character profile, for greater challenge

Resources

- texts which introduce students to the writing process e.g., Bridges 3, Prentice-Hall; Steps to Better Writing; Reading and Writing for Success, HBJ.

Activity #3

Title: A Picture Is Worth A Thousand Words: Creative Extension Activity

Time: 120 - 180 minutes

Description

In this activity students will extend one of the stories they have read in class and complete a creative project. This extension can take a variety of forms, from a film treatment (a paragraph-form plot outline that could later be developed into a script) to a poster based on a story, poem or painting.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- understand that one's purpose or call in life comes from God and strive to discern and live out this call throughout life's journey (1g)
- demonstrate flexibility and adaptability (4b)

Strand(s): Literature Studies and Reading; Writing; Language; Media Studies

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays (LIV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect (MDV.02D)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- locate explicit information and ideas in texts to use in developing opinions and interpretations (LI1.03B)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.04D)
- explain how readers' different backgrounds might influence the way they understand and interpret a text (LI1.07D)

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- use knowledge of elements of a short story such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre (LI2.02D)
 - use a unifying image, mood, or voice to structure descriptive paragraphs or poems (WR3.01D)
 - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation (MD2.01D)
 - create media works for different purposes and explain how each has been designed to achieve its particular purpose (MD2.02D)
 - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience (MD2.03D)

Planning Notes

- Two of the major assignments in this unit (character sketch and short story/myth) involve writing. In order to provide variety, students are encouraged to apply their knowledge in this activity via a creative extension which allows them to produce a media work, whether it be electronic media or non-electronic media, such as visual arts. Teachers will offer a variety of options and students will select the one they feel best equipped to complete.
- An option for teachers and students can be a sharing day at the end of the unit, where students can choose one of their major works from the unit.
- Another option for teachers is to direct students to the Vatican Library Web Site where they might find works of art which reflect Church history and traditions. Students can use these as either inspiration for their own art work or for their own written extensions.

Prior Knowledge Required

- a solid comprehension of the story which they are using as their foundational piece

Teaching/Learning Strategies

- Teachers will brainstorm ideas for a project with the students. Suggestions include: a film treatment, a poster, a collage, a poem or series of poems, a slide presentation, a new ending for a story, a 3-D model of a setting. All options should have their foundation in the original story which the student selects. Students may work individually, in pairs or in groups.
- The teacher will outline the expectations for the project. The following can be considered in the development of a checklist: correlation to the original story, application of ideas, aesthetic value, originality and creativity.
- Students will creatively explore one of the stories they have read, via the design and production of a creative response.
- Throughout the project students will conference with peers and teacher regarding their own ideas and progress.
- Students will present their product in its final form (see planning notes above for one possible option).

Assessment/Evaluation

Formative Assessment:

- informal and formal teacher observation of students' process through the activity
- peer and self evaluation

Summative Assessment:

- final creative product via criterion referenced checklist

Accommodations

- This assignment is well suited to students with special needs, as the choice it affords them will allow students to select an option that speaks to their respective strengths.

Resources

- art supplies and media equipment
- [Video in Focus](#), Flynn & Hone.
- Vatican Library web site (Art History)

Activity #4

Title: The Story Echoes: Myth Exploration and Archetype

Time: 240 minutes

Description

In this activity students will be introduced to the central place of myth in our culture. They will explore the concept that truth and meaning are not solely revealed through science and technology, but are also conveyed in the stories that are most precious to a given people. The concept of archetype will inform how students analyze the mythological stories under study.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- understand that one's purpose or call in life comes from God and to strive to discern and live out this call throughout life's journey (1g)
- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- value and honour the important role of the family in society (6c)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and information texts, from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays (LIV.02D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (LI1.03B)
- locate explicit information and ideas in texts, to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- Explain how readers' different backgrounds might influence the way they understand and interpret a text (LI1.07D)

Planning Notes

- This activity is the first one in the sub-unit of mythology, and students will be exposed to myths from a variety of different cultures, such as Greek, Norse, Native peoples, African, Asian, Celtic, and Scandinavian. The study of mythology allows students the opportunity to examine myths that are central to their own traditions, e.g., the two creation stories of Genesis. (Creation of the world and the Adam and Eve story.)
- The concept of the archetype will be introduced in this activity but will resurface and be explored throughout the course, as it relates to the larger issue of universal themes and storytelling.
- Teachers will select myths which are representative of the cultural backgrounds of the students in the class.
- This activity can provide teachers with an ideal opportunity to team teach with either members of the chaplaincy team or the religion department.
- Teachers can also team-teach with a member of the art department regarding works of art which are visual representations of classical and Biblical mythology, (e.g., Botticelli's "Birth of Venus", Delacroix's "Adam and Eve", the engravings of William Blake).

Prior Knowledge Required

- familiarity with the stories in the Hebrew scriptures (Old Testament)

Teaching/Learning Strategies

- Students will participate in classroom reading and contribute to daily discussion on the selected myths.
- The teacher will introduce the concept of archetype through readings, formal instruction and classroom discussions. A grade appropriate definition of archetype can be found in Myth and Meaning (Gage).
- Students will reflect via journal writing. The teacher will facilitate journal writing by providing students with prompts.
- Students will formulate responses to questions as assigned e.g., comprehension and application questions, such as, "Who is a hero in your life?", " Who has functioned as a Merlin character in your life?", and "Have you ever known a trickster?"
- The teacher will complete homework checks as required.

Assessment/Evaluation**Formative Assessment:**

- homework questions for completion

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- response journals for completion and thoroughness of reflection
 - class participation via informal observation

Summative Assessment:

- questions of a summative nature on the unit test

Accommodations

- audiotapes or peer reading aloud to facilitate understanding
- reduction of content or questions required, or additional clarification
- modification and/or clarification of test questions, as required
- further reading of Carl Jung and Joseph Campbell, for greater challenge
- exploration of how the heroic journey is illustrated in a contemporary film

Resources

- a mythology text, e.g., Myth and Meaning, Gage; Mythic Voices, Nelson; Myths Within, Gage; Myths, Legends and Fables; Man the Myth-Maker, HBJ; An Anthology of Canadian Native Literature in English, Daniel David Moses (ed.)
- The New Revised Standard Version Bible
- a reference text dealing with archetypes and the heroic journey, e.g., The Writer's Journey, Vogler; The Hero with a Thousand Faces, Campbell; Myths, Gods, Heroes and Saviors, Biallas; Myths to Live By, Campbell; Man and His Symbols, Jung; First People, First Voices, Petrone (ed.); One Bit of Truth: An Anthology of Canadian Native Literature, Grant (ed.); Myths Within, Native Voices, Ahenakaw, Gurdipy, Lafond (eds).

Activity #5**Title: Words, Words, Words**

Time: 60 minutes + integration time

Description

In this activity students will be introduced to the concept of the etymology of words. While this activity will be delivered as a formal lesson, it will be followed up by integrating the concepts covered throughout the remainder of the unit, and indeed the remainder of the course.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- Respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Literature Studies and Reading; Language

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values (LI1.02D)
- locate explicit information and ideas in texts to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- explain how the background of the author might influence the information and ideas in a text (LI1.08D)
- describe strategies used to expand vocabulary and provide evidence of other vocabulary-building activities (LG1.01B)
- identify words borrowed from other languages, and words and terms recently introduced to describe new ideas, inventions, and products, and explain their origins (LG1.03B)

Planning Notes

- This activity is best delivered via a teacher-directed formal lesson.
- The study of etymology will be integrated via informal instruction throughout the rest of the unit and the rest of the course.

Teaching/Learning Strategies

- The teacher will introduce the concept of word study via etymology, e.g., meaning, prefixes, suffixes, Latin roots, Greek roots.
- Students will explore the etymology of words based on their study of mythology and other literature throughout the course.
- Students will participate in the classroom reading of myths.
- Students will formulate responses to questions concerning the etymology of words, as assigned e.g., as found in Myth and Meaning.
- The teacher will provide appropriate background information.

Assessment/Evaluation

Formative Assessment:

- homework checks for questions assigned

Summative Assessment:

- questions of a summative nature on the unit test

Accommodations

- peer buddy using NCR/carbon paper or scribe taking down class notes
- reduction of content or questions assigned
- modification and/or clarification of test questions

Resources

- Myth & Meaning, Gage and/or other text that explores word etymology
- Oxford English Dictionary or similar
- The Nature of Greek Myths, G.S. Kirk

Activity #6

Title: Visiting Mount Olympus: Presenting a God/Goddess

Time: 180 minutes

Description

In this activity students will work with a peer to research and present a mythological god/goddess or hero/heroine to the whole class. Students will be encouraged to engage their audience through a creative means of presenting their material. As well, they will attempt to make the connections between their own faith tradition and those of other peoples of the world.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- listen actively and critically to understand and learn in light of gospel values (2a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- demonstrate flexibility and adaptability (4b)
- respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
- contribute to the common good (7j)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays (LIV.02D)

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- use a variety of print and electronic sources to gather information and explore ideas for their written work (WRV.01D)
 - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work (WRV.03D)
 - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials (LI1.02D)
- locate explicit information and ideas in texts, to use in developing opinions and interpretations (LI1.04D)
- analyze information, ideas, and elements in texts to make inferences about meaning (LI1.05D)
- locate and summarize information from print and electronic sources (WR1.02D)
- group and label information and ideas, evaluate the relevance, accuracy, and completeness of the information and ideas, and discard irrelevant material (WR1.03D)
- communicate orally in group discussions for different purposes (LG2.01D)
- plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit purpose and audience (LG2.03D)
- use specific examples, facial expressions, gestures, intonation, humour, and visual aids and technology, as appropriate to engage the audience's interest during the oral presentations (LG2.04D)

Planning Notes

- Teachers will link with the teacher-librarian for this unit, to enable students to learn about the available resources where they can access appropriate research materials, such as the internet, CD ROMs, encyclopedias and multi-media sources.
- Students will be encouraged to make their presentations engaging for their audience. As such, research will be presented in a meaningful and creative manner and might include something such as a 3D model of a throne "fit for a god/goddess."
- Students will also be encouraged to find similarities and differences between the mythological gods and the presentation of our Christian God, as communicated in our scriptural tradition. Alternatively, they might explore issues such as the portrayal of the Christian motif in the Arthurian legends.

Teaching/Learning Strategies

- The teacher will collaborate with a librarian regarding orienting students to library research skills.
- The teacher will outline the expectations of the assignment.
- Students will research a god/goddess or hero/heroine, via a visit to the library where they will be introduced to various research skills and materials.
- Students will collaborate with a partner on their presentation.
- Students will prepare a presentation of approximately 5 minutes in length. Students will prepare notes to guide them in their presentation, and while the notes should be checked for completion, no formal report need be submitted. Students may include visuals to heighten interest in their presentation.

-
- The teacher will conference with students regarding ideas and progress.
 - Students will make a presentation with a partner.

Assessment/Evaluation

Formative Assessment:

- peer and self evaluation
- informal teacher observation regarding process

Summative Assessment:

- oral presentation product via the use of a criterion referenced rubric (Appendix 1.3)
- questions of a summative nature on the unit test

Accommodations

- student-directed mini-workshops on use of specific computer software (possibly outside of class time)
- presentation made to the teacher on a "one-to-one," if there are significant difficulties with oral communication
- groups of students brainstorm a variety of options from which they can select presentation strategy

Resources

- library resources, such as the Internet, CD ROMs encyclopedias, multi-media resources and written texts
- The Teacher's Complete and Easy Guide to the Internet, Heide & Stilborne, Trifolium Books Inc.

Activity #7

Title: Telling your Story

Time: 360 minutes

Description

In this activity students will have the choice of writing their own creative short story or myth, using the conventions which they have learned through their study of this unit. This assignment, along with the unit test, forms the summative evaluation. Students will be encouraged to communicate their story sensitively, while affirming through this activity, their own voice and imaginative capacity.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

-
- understand that one's purpose or call in life comes from God and to strive to discern and live out this call throughout life's journey (1g)
 - listen actively and critically to understand and learn in light of gospel values (2a)
 - respect and affirm the diversity and interdependence of the world's peoples and cultures (7f)
 - respect and understand the history, cultural heritage, and pluralism of today's contemporary society (7g)

Strand(s): Writing; Language

Overall Expectations At the end of Grade 9, students will:

- identify the literary and information forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information (WRV.02D)
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work (WRV.03D)
- revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity (WRV.04D)
- edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate (WRV.05D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- use a unifying image, mood, or voice to structure descriptive paragraphs or poems (WR3.01D)
- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence (WR3.05D)
- revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity (WR4.01D)
- revise drafts to ensure consistency in use of first or third person and use of an appropriate level of language (WR4.02B)
- make constructive suggestions to peers (WR4.03D)
- consider reactions from teachers, peers, and others in revising and editing written work (WR4.04B)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- recognize, describe, and use correctly in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06B)

Planning Notes

- Once again, teachers will stress the steps in the writing process, as this will be the second writing assignment of this unit.
- It is important to allow for student choice in this activity, as our expectation is that they will continue their journey toward discovering their own voice and developing personal accountability.
- Teachers can facilitate student writing by taking them through pre-writing exercises and/or students can collect writing prompts, e.g., photographs, paintings, fragments of other stories and headlines from supermarket tabloids.
- As an option, students may wish to invite a storyteller into the classroom or teachers may wish to plan a field trip to hear a storyteller perform.

-
- As a prewriting activity teachers can invite students to share stories that resonated with them or that they remember from their childhood. Students might be further encouraged to explore why those stories have remained memorable. Stories might be from literature, family or scripture traditions.

Teaching/Learning Strategies

- The teacher will outline the expectations of the assignment.
- The teacher will facilitate the writing of the story or myth, via the assigned pre-writing activities.
- Teachers may encourage students who select the myth option to write myths which are more reflective of our modern times.
- Students will engage in the writing process via pre-writing, conferencing, drafting, revising and editing of their own personal short story or myth.
- The teacher will conference with and support students throughout the process.
- Students will collaborate in a group setting, sharing short story or myth, process work and ultimately their products (see planning notes in Activity 3 of this unit regarding a possible method for sharing of work).

Assessment/Evaluation

Formative Assessment:

- peer and self evaluation of drafts
- roving conferences regarding writing process

Summative Assessment:

- short story or myth via criterion referenced checklist (Appendix 1.4)

Accommodations

- one-on-one conferencing with teacher or peer for support
- reduction of requirements
- a scribe, as required
- an oral narrative as opposed to a written product

Resources

- texts helpful in the instruction of narrative technique, e.g., Bridges 3, Prentice-Hall; Reading and Writing for Success, HBJ; The Writer's Companion, Prentice-Hall Ginn; The Writer's Journey, Braun-Brunfield, Inc.
- resources valuable to use in the pre-writing phase, as a source for writing prompts, e.g., The Mysteries of Harris Burdick, Van Allsburg; tabloid newspapers; paintings; and photograph

Unit #2

Title: Novel Study

Time: 20 hours, plus 5 hours for skills development (Unit 6)

Unit Description

In this unit students will reflect sensitively upon the saving story of our Christian faith, as they relate it to their understanding of the novel genre. This realization regarding the connectedness of our Christ-centred human experience will form their critical analysis, discussion, and activities as they explore the text.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1a, 2a, 2c, 3a, 3b, 3c, 4a, 4c, 4f, 5a, 5e, 7b

Strand(s): Literature Studies and Reading; Language; Writing

Overall Expectations: LIV.01-02D, 03B; WRV.04-05B; LGV.01D, 02B; MDV.02D

Specific Expectations: LI1.01D, 03B, 06-07D; LI3.03D; WRI.03D; WR2.01D;
WR3.03-06D; WR4.01D, 02B, 03D, 04B; WR5.01D, 02B, 03D, 04B;
LG1.04B, 05D, 06-07B; LG2.01-05D; MD2.01D

Activity Titles (Time and Sequence)

Activity 1	Let's Get Started: Pre-reading, Reading, and Post-reading Content Quiz on the Assigned Novel	90 minutes
Activity 2	Response Journals: Tell Me What You Think	120 minutes, interspersed
Activity 3	Exploring the Novel: Examining Literary Terms and Themes in the Novel	300-420 minutes
Activity 4	Taking the Novel to Another Level: Creative Extension Activity	420-600 minutes
Activity 5	An Expository Essay	300-420 minutes

Unit Planning Notes

- The time required for students to complete all of the steps in the writing process connected to the instruction of the five paragraph expository writing piece should be taken from the time allowed in Skills Unit 6.
- For the creative extension activity students may choose between a dramatization and a video project, based on availability of resources and student preference.
- The study of the novel genre should alert students to the themes which either support or challenge the values of Jesus' kingdom of God.

Teaching/Learning Strategies

- Reflect in written form on the literature.
- Reflect upon self and peer's contribution.
- Discuss and collaborate in a group setting.
- Participate in daily discussion in small and large group settings.
- Conference with peers and teacher.
- Prepare an analysis of prescribed texts based on literary terms and/or issues.
- Respond to questions as assigned.
- Explore and respond creatively to the texts studied.
- Explore, through critical analysis, the issues and themes of the text(s) under study.

Assessment/Evaluation

Diagnostic and Formative Assessment:

- Reader response journals
- Informal and formal teacher observation
- Checklist
- Content quiz
- Analysis questions
- Script-writing and rehearsals
- Completion of steps in writing of expository writing piece

Summative Evaluation:

- Dramatization or video product
- Five-paragraph expository writing piece

Resources

- some suggested novels: The Giver; The Chrysalids; Z for Zachariah; Forbidden City; Cue for Treason; I Heard the Caged Bird Sing; Bessy Brown; The Friends; Of Mice and Men; The Island Keeper; The Leaving; Roll of Thunder Hear My Cry; Who Has Seen the Wind; Never Cry Wolf
- Video in Focus, Rick Hone & Liz Flynn
- a glossary of literary terms, e.g., A Glossary of Literary Terms, Abrams; A Dictionary of Literary Terms, Holman
- video camera, VCR, videotapes

Activity #1

Title: **Let's Get Started: Pre-Reading, Reading, and Post-Reading Content Quiz on the Assigned Novel**

Time: 90 minutes

Description

Students will have been assigned a novel to read in advance of this unit (approximately 2-3 weeks). Silent in-class reading time should be provided during this time (i.e. 15 minutes at the beginning of a class, 5-6 times during the previous unit). As preparation for their study of the novel, students will be given pre-reading questions as a means of prompting their reflection and engaging them in their reading. On the first day of the unit, students will complete a content quiz, intended to assess knowledge and understanding of the text material.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- respect the rights, responsibilities and contributions of self and others (5e)
- accept accountability for one's own actions (7b)

Strand(s): Literature Studies and Reading; Language

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- use specific evidence from a text to support opinions and judgements (LI1.06D)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage (LG1.05D)
- recognize, describe, and correct sentence errors in oral and written language (LG1.06B)
- recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)
- communicate orally in group discussions for different purposes, with a focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions (LG2.01D)

Planning Notes

- Before the commencement of the unit, teachers will ensure that adequate time has been allowed for students to complete their reading of the assigned text.
- The pre-reading activity can be done several days before the novel is due to be read.
- Teachers will choose a novel that presents themes that are relevant to young peoples' struggles. This will allow the teacher and students to explore the moral implications of the novel study and to see these in light of personal moral development. A class novel or a variety of novels may be used to complete this activity.

Prior Knowledge Required

- Students must have read the selected novel.

Teaching/Learning Strategies

- The teacher will distribute novels 2-3 weeks in advance of the commencement of the unit.
- The teacher will distribute pre-reading questions to students to help facilitate their comprehension while reading and as prompts to their reader response journals, (e.g., "At this point in the novel what questions do you have that trouble you?", "Have you ever found yourself in a situation similar to the main character?", and "What do you predict will happen next?").
- Students will read the assigned novel(s).
- The teacher will introduce, in a general way, the issues raised in the novel: through large group discussion, written reflection in logs, role playing, and reflection.
- The teacher will administer a content quiz.

Assessment/Evaluation

Formative Assessment:

- informal teacher observation of students' contribution to pre-reading discussions and to the development of their oral and listening skills
- homework checks of written responses to pre-reading questions

Summative Assessment:

- content quiz

Accommodations

- modify the test as needed (e.g., allowing extra time, providing a scribe as required, reading the test aloud, reducing the number of questions, rephrasing of questions)
- audiotapes of the novel/peer helper reading aloud
- place a novel onto audiotape or to create an abridged version, for greater challenge

Resources

- a novel; some suggested titles are The Giver; The Chrysalids; Z for Zachariah; Forbidden City; Cue for Treason; The Friends; The Island Keeper; The Leaving; Of Mice and Men; Dreamspeaker; The Joy Luck Club; Foreigners; I Heard the Caged Bird Sing; Roll of Thunder Hear My Cry; Who Has Seen The Wind; Never Cry Wolf; I Heard the Owl Call My Name.

Activity #2

Title: Response Journals: Tell Me What You Think

Time: 120 minutes (integrated throughout the unit)

Description

The response journal is intended to be a vehicle for students' personal dialogue with the text. Students will be invited to share feelings, thoughts, questions, and observations regarding novel themes, characters, or issues. Response journals will be employed throughout students' reading of the novel.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- illustrate a basic understanding of the saving story of our Christian faith (1a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, evaluate new ideas in light of the common good (3b)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- respect the rights, responsibilities and contributions of self and others (5e)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information (WRV.02D)
- use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work (WRV.03D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (LI1.03B)
- use specific evidence from a text to support opinions and judgements (LI1.06D)
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.07D)
- demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays by selecting and using forms of writing appropriate to different purposes and audiences (WR2.01D)
- use key words from questions or prompts to organize ideas, information, and evidence in homework answers (WR3.04D)
- recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage (LG1.05D)

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- recognize, describe, and use correctly in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)

Planning Notes

- The students' reflection in their journal is ongoing as they read the novel.
- Teachers will foster an atmosphere of collegial sharing of responses and ideas from students' journals.
- Teachers will allow journal writing 6-8 times during the course of this unit, (approximately 15-20 minutes per journal).

Teaching/Learning Strategies

- Students will reflect in written form on the literature.
- The teacher will provide sample prompt questions which might include:
 - What is your first reaction to the story?
 - What visual images are called to mind?
 - Reflect on what has happened in the story.
 - Tell me what you think and feel about an event and why.
 - Does anything in the story you are reading remind you of something in your own life?
 - Has anything the main character said or done caused you to question your own code of values?
 - Does anyone in the novel act as a mentor to, or "moral compass" for, the main character?

Assessment/Evaluation

Formative Assessment:

- reader response journals for completion and thoroughness of reflection (**Appendix 2.1**)

Accommodations

- number and length of reflections may be reduced
- a scribe may be provided

Resources

- "Reader Response Theory and the English Curriculum" in The English Journal, 1994, pp.37 - 44, Robert E. Probst
- Reader Response Criticism: From Formalism to Post-Structuralism, Jane Tompkins (ed.)

Activity #3

Title: Exploring the Novel - Examining Literary Terms and Themes in the Novel

Time: 300 - 420 minutes

Description

In this activity teachers will encourage students to examine literary terms and themes in the assigned novel. Teachers may have students complete this exploration via the use of small group discussions and assignments. Concepts that should be included are setting, plot, conflict, character, theme, inference, foreshadowing, and symbols. The vehicle to promote this study would be general questions, specific intensive questions and issue-related questions. In this activity students are exploring issues which support or are in opposition to Jesus' message of compassion and justice.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- illustrate a basic understanding of the saving story of our Christian faith (1a)
- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, evaluate new ideas in light of the common good (3b)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- work effectively as an interdependent team member (5a)
- respect the rights, responsibilities and contributions of self and others (5e)
- accept accountability for one's own actions (7b)

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods (LIV.01D)
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
- revise the written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity (WRV.04D)
- use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)
- use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting, for specific purposes and audiences (LGV.02B)

Specific Expectations Students will:

- describe information, ideas, opinions and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres (LI1.01D)
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
- use specific evidence from a text to support opinions and judgements (LI1.06D)

-
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.07D)
 - explain how authors and editors use design elements to help communicate ideas (LI3.03D)
 - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas and discard irrelevant material (WR1.03D)
 - recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)
 - communicate orally in group discussions for different purposes (LG2.01D)
 - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose (LG2.03D)

Planning Notes

- Students will have successfully completed the content test (Activity 1); if not, they will be retested via an oral conference with the teacher.
- Teachers will attempt to ensure that the organization of the groups is as heterogeneous as possible, reflecting varying levels of ability and differing learning styles.
- General questions are typically content and comprehension based, specific intensive questions are primarily concerned with analysis, evaluation and application of ideas, and issue-related questions involve synthesis and application of thematic concerns introduced by the literature.
- When formulating issues for consideration teachers will design questions which help students to explore moral issues and aid in their moral development, as relevant to the novel under study.
- This activity provides teachers with an ideal opportunity to re-introduce the concept of archetype and to invite students to explore its further application to the novel under study.

Prior Knowledge Required

- Students will have read the assigned novel.
- Students will have completed Unit 1: Storytelling, where they have been introduced to the relevant literary terms and the basics of group dynamics i.e. Chairperson, Recorder, Timekeeper, Observer, Facilitator.

Teaching/Learning Strategies

- The teacher will introduce and explain the assignment expectations and assessment criteria.
- The teacher will facilitate discussions for the whole class and facilitate small group discussions by setting up student groupings.
- The teacher will review literary terms with the whole group.
- Students will discuss and collaborate in a group setting on assigned questions (**Appendix 2.2**).
- Students will participate in daily discussions in small and large group settings.
- Students will formulate written answers to questions as assigned.
- Students will examine, through critical analysis, the issues and themes of the text(s) under study.

Assessment/Evaluation

Formative Assessment:

- informal and formal teacher observation of collaboration, cooperation, preparation, commitment
- a checklist for assessing group dynamics (Appendix 1.1)
- evaluate analysis questions for completion and quality of responses, via anecdotal feedback and a numeric grade based on established criteria

Accommodations

- provide a scribe or NCR paper
- rephrase questions
- reduce content/number of terms required by the student

Resources

Teacher reference:

- analysis questions (**Appendix 2.2**)
- glossary of terms, such as A Glossary of Literary Terms, Abrams; A Dictionary of Literary Terms, Holman.

Activity #4

Title: Taking the Novel to Another Level: Creative Extension Activity

Time: 420 - 600 minutes

Description

In this activity students will extend their knowledge of the novel, by designing, scripting and performing either a dramatization or a video scene. Students will work in small groups and will be encouraged to apply their knowledge of the text, by extending the narrative or altering the original storyline, while at the same time preserving its central themes. Students are expected to work in a spirit of collaboration, with respect and sensitivity for the common good of the group.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- listen actively and critically to understand and learn in light of gospel values (2a)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- create, adapt, evaluate new ideas in light of the common good (3b)
- think reflectively and creatively to evaluate situations and solve problems (3c)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- take initiative and demonstrate Christian leadership (4c)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- work effectively as an interdependent team member (5a)
- respect the rights, responsibilities and contributions of self and others (5e)
- exercise Christian leadership in the achievement of individual and group goals (5f)
- accept accountability for one's own actions (7b)

Strand(s): Reading and Literature Studies; Writing; Language; Media

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and informational texts from contemporary and historical periods (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms (LIV.02D)

-
- revise their written work, independently and collaboratively with a focus on support for ideas and opinions, accuracy, clarity and unity (WRV.04D)
 - edit and proofread to produce final drafts (WRV.05D)
 - use knowledge of vocabulary and language conventions to speak, write, and read competently using the level of language appropriate to the purpose and audience (LGV.01D)
 - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities such as storytelling, role playing and reporting/presenting, for specific purposes and audiences (LGV.02B)
 - use knowledge of a variety of media forms, purposes and audiences to create media works and describe their intended effect (MDV.02D)

Specific Expectations Students will:

- describe information, ideas, opinions, and themes in print and electronic texts (LI1.010)
- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
- use specific evidence from a text to support opinions and judgements (LI1.06D)
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.07D)
- recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)

Planning Notes

- Students have the option of creating either a dramatization or a video, based on personal preference and availability of materials.
- It is recommended that the target time of the dramatization be 10 minutes and 5-7 minutes for the video.
- The expectation is that students will build on their knowledge of the novel, by creating a scene which extends the original narrative in some way, e.g., via an alternative ending, re-writing of a scene, positioning characters in a new scenario or time period.
- Teachers will review the procedures and roles of group work. Emphasis will be placed on group dynamics that are collaborative, respectful, and that recognize and foster the contribution of all.
- If the video option is selected, the teachers will instruct students in the proper use and care of a video camera.

Prior Knowledge Required

- Students will have read the assigned novel.

Teaching/Learning Strategies

- The teacher will introduce and explain the assignment and its assessment criteria.
- In groups, students will brainstorm and select a method of presentation.
- The teacher will provide the necessary resources to complete the assignment and assist students in establishing groups.
- Students will discuss and collaborate, in a group setting, the scripting and rehearsing of a scene adaptation of the novel.
- Students will conference with peers and teacher regarding their progress during all phases of the process.
- Students will present the finished product to the class.
- Students will evaluate self and peer's contribution to both the process and product.

Assessment/Evaluation

Formative Assessment:

- informal and formal teacher observation of script-writing and rehearsal process (**Appendix 2.3**)

Summative Assessment:

- script product (written form) via criteria checklist (**Appendix 2.3**)
- dramatization or video product based on pre-established criteria (**Appendix 2.3**)

Accommodations

- ensure that groups include students with a variety of abilities and interests
- use editing equipment, if available, to create a more polished video product, for greater challenge

Resources

- video cameras and videotapes for video option

Teacher Reference:

- Video in Focus, Flynn & Hone
- Teaching Guide for Media Literacy, Walker
- Media Works, Anderson

Activity #5

Title: An Expository Essay

Time: 300- 420 minutes

Description

In this activity students will critically analyze the novel, as they are introduced to the conventions of a five-paragraph expository essay. Students will formulate a thesis, find textual proof to support the thesis, follow the basic structure of an essay that is concerned with a logical development of their argument. Students will also demonstrate an ability to write with clarity, adhering to the standard conventions of grammar and language.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations The graduate is expected to:

- think reflectively and creatively to evaluate situations and solve problems (3c)
- apply effective communication, decision-making, problem-solving, time and resource management skills (4f)
- accept accountability for one's own actions (7b)

Strand(s): Writing; Language; Literature Studies and Reading

Overall Expectations At the end of Grade 9, students will:

- read and demonstrate an understanding of a variety of literary and informational texts (LIV.01D)
- demonstrate an understanding of the elements of a variety of literary and informational forms (LIV.02D)

-
- identify and explain the effect of specific elements of style in a variety of literary and informational texts (LIV.03B)
 - revise their written work, independently and collaboratively (WRV.02D)
 - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate (WRV.05D)
 - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience (LGV.01D)

Specific Expectations Students will:

- describe a variety of reading strategies and select and use them effectively to understand texts (LI1.03B)
- explain how readers' different backgrounds might influence the way they understand and interpret the text (LI1.08D)
- group and label information and ideas; evaluate the relevance, accuracy and completeness of the information and ideas and discard irrelevant material (WR1.03D)
- demonstrate an understanding of literary and informational forms (WR2.01D)
- use a single controlling idea and connecting words to structure a series of paragraphs (WR3.03D)
- structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence (WR3.05D)
- provide an introduction, body, and conclusion in written reports and short essays (WR3.06D)
- revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity (WR4.01D)
- make constructive suggestions to peers and consider reactions from others in revision (WR4.03D, WR4.04B)
- identify sources of ideas, information, and quotations in writing and independent research projects (WR5.01D)
- select the publication method or vehicle most accessible or appealing to the intended audience (WR5.02B)
- recognize, describe, and use correctly, in oral and written language, the language structures and conventions of standard Canadian English (LG1.05D, LG1.07B)

Planning Notes

- This activity builds and extends skills initiated in unit one. As teachers work through this activity they will ensure instruction of clear sentence structure, formal paragraphs, textual analysis, the formulation of a thesis, the grouping of ideas, the outline for a five paragraph essay, and finally the essay itself.
- The time required to complete this activity is considerable and should be drawn from the time allowance in the skills unit, as opposed to the time allowance for the novel.
- Some suggested topics for this activity are: the development of the main character's moral vision throughout the novel, the importance of setting in the development of theme, the importance of three minor characters.

Prior Knowledge Required

- Knowledge of proper sentence structure, grammatical conventions and a proper formal paragraph (The Ontario Curriculum Grades 1-8, Language)
- Solid working knowledge and understanding of the novel assigned

Teaching/Learning Strategies

- The teacher will introduce and explain the assignment expectations and assessment criteria.
- The teacher will track student progress through the various steps in the writing process.
- The teacher will introduce lessons in grammar and style, based on individual student need.
- Students will explore, through critical analysis, the issues and themes of the text(s) under study.
- Students will complete several steps to lead them towards their final product of a five-paragraph expository essay:
 - Select a topic. (The teacher will brainstorm with the students and provide a list of possible topics related to the novel(s) under study.)
 - Write a formal paragraph on the selected topic.
 - Brainstorm proofs from the novel related to their topic.
 - Write a revised version of their paragraph, incorporating textual proofs.
 - Develop a thesis for their essay.
 - Develop an outline for a five-paragraph essay. The teacher will provide a template for students to follow.
- Students will further brainstorm textual proofs to support their thesis and draft an essay.
- Students will conference about, edit and revise drafts as needed.
- Students will submit their final polished draft.

Assessment/Evaluation

Formative Assessment:

- a checklist for assessing student completion of the steps in the writing process

Summative Assessment:

- a rubric for evaluating the written essay product (**Appendix 2.4**)

Accommodations

- Teacher will modify either time requirement and/or length of assignment to accommodate students with special needs
- Provide a scribe
- Attempt a comparative essay, e.g., comparing and contrasting two characters from the novel, for greater challenge

Resources

- an essay package/booklet that takes students through the various steps in writing an essay, i.e., a formal paragraph, textual proofs, thesis development, an outline and drafts of the essay itself
- a style guide, e.g., Reading and Writing for Success, HBJ

Unit #3

Title: Poetry

Time: 10 hours, plus 2 hours for skill development (Unit 6)

Unit Description

Poetry calls upon the students to observe and reflect on the mystery and the spiritual essence of the world. Activities such as personal writing and collaborative learning will demonstrate the students' understanding of poetic forms and their growing awareness of their personal relationship with God, with others, with nature, and indeed with the world around them.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1g, 2a, 4a, 4b, 5a, 7j

Strand(s): Literature Studies and Reading; Language; Writing

Overall Expectations: LIV.01D, 03B; WRV.02D; LGV.01D, 02B

Specific Expectations: LI1.01D, 03B, 06-07D; WR3.01D; LG1.04B, 05D, 06-07B; LG2.05D

Activity Titles (Time and Sequence)

Activity 1	Learning the Tools of the Trade: A Dictionary of Poetic Terms and Devices	60 minutes
Activity 2	Poetry Comes Alive: Reading and Exploration	180 minutes
Activity 3	The Sound of Poetry	60 minutes
Activity 4	The Shape of Poetry	60 minutes
Activity 5	It Takes Two to Make a Poem: The Poet and the Reader (Personal Response)	120 minutes
Activity 6	The Power of My Pen: Creation of Personal Poetry	120 minutes

Unit Planning Notes

- The anthology of poems with personal responses should be a summative assignment, as students should be drawing on the knowledge and skills they have acquired via their class study of poetry.
- The perspective from which teachers and their students explore the poetic form should be done cognizant of their sensitivity to God's hand in the universe.

Teaching/Learning Strategies

- reflect via response journals
- contribute to small and large group discussions
- engage in choral readings
- formulate written responses based on the study of poetic devices and forms
- participate in class readings of poetry, song and psalms
- dramatize poetry, via tableau, mime and dramatizations

Assessment/Evaluation

Formative Assessment:

- informal and formal teacher observation
- response journals
- choral reading via a checklist
- analysis questions

Summative Evaluation:

- anthology of student selected poems with personal responses
- collection of personal poetry

Resources

- a poetry anthology, e.g., Poetry in Focus, Prism of Poetry, Departures
- a dictionary of poetic terms
- the Psalms

Unit #4

Title: Drama

Time: 15 hours, plus 2 hours for skills development (Unit 6)

Unit Description

In this unit students will read, discuss and critically analyze dramatic texts in light of Jesus' teaching and life of service. They will work collaboratively to demonstrate the skills of reflection, meaningful communication and Christian leadership, as they explore the identified play(s).

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1a, 3a, 3b, 4a, 4b, 4f, 5c, 5e, 5f

Strand(s): Literature Studies and Reading; Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.02D; LGV.01D, 02B; MDV.02D

Specific Expectations: LI1.01D, 06B, 08D; LI2.01D; LI3.02D; LG1.02B, 05D, 06-07B; LG2.02-6D; MD2.01D

Activity Titles (Time and Sequence)

Activity 1	Discovering the Play: Reading and Explication of the Text	420 minutes
Activity 2	Responding to the Playwright: Journals	90 minutes, interspersed
Activity 3	Playing with Words: The Effectiveness of Language	90 minutes
Activity 4	Staging the Play: Student Dramatizations	300 minutes
Activity 5	Making the Point: The Art of Persuasive Writing	120 minutes

Unit Planning Notes

- The time required for students to complete all of the steps in the writing process connected to the instruction of the persuasive writing piece should be taken from the time allowed in Skills Unit 6.
- The staging assignment should be done as students explore the text with the teacher.
- Selection of a text should once again be done mindful of students' backgrounds and interests.
- Plays which highlight universal themes will afford teachers the opportunity to explore the dynamic struggle between sin and grace, despair and hope.

Teaching/Learning Strategies

- reflect in written form on the literature
- evaluate self and peer's contribution
- examine and interpret the text
- participate in daily discussion in small and large group settings
- devise and establish a blocking plan for a scene
- produce and perform dramatizations
- synthesize concepts in a persuasive writing piece
- investigate and examine the aesthetics of poetic language

Assessment/Evaluation

Formative Evaluation:

- reader response journals
- informal and formal teacher observation
- process/rehearsal participation rubrics
- analysis questions
- completion of steps in writing of persuasive writing piece
- act or scene quiz(zes)

Summative Evaluation:

- student performance of scene
- persuasive writing piece
- unit test which addresses the four areas of achievement

Resources

- a drama text e.g., Romeo and Juliet; Merchant of Venice; A Midsummer Night's Dream; Julius Caesar, Shakespeare; Skin and/or Liars, Dennis Foon; Our Town, Thornton Wilder
- video and audio cassettes
- secondary sources on Shakespeare and his times

Unit #5

Title: Non Fiction: Media and Prose

Time: 20 hours, plus 1 hour skills development (Unit 6)

Unit Description

Students will examine, deconstruct and evaluate media and non-fiction genres in light of their calling to create a just and compassionate society. Students will also demonstrate the ability to work as respectful collaborative learners in the discussion, writing, and in the design and creation of their own media productions.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 1d, 2a, 2e, 3d, 3e, 4a, 4b, 5a, 7j

Strand(s): Media Studies; Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.01-03D; LGV.01D, 02B; MDV.01-02D

Specific Expectations: LI1.01D, 04-05D, 07D; LI2.03D; LI3.01D, 03D; WR1.01-02D; WR3.04D; LG1.03-04B, 05D, 06-07B; LG2.02-03D; MD1.01B, 02-04D; MD2.01-03D

Activity Titles (Time and Sequence)

Activity 1	Bias Detectives: Hearing the Author's Voice	120-180 minutes
Activity 2	Fact from Fiction: Seeking out the Truth	120-180 minutes
Activity 3	Convince Me: The Art of Persuasion via Debate	120-180 minutes
Activity 4	Rhetoric and Conventions of Writing	120 minutes
Activity 5	Looking for the Signposts in the Media World	120 minutes
Activity 6	Media Creation: Extending their Knowledge	300-420 minutes

Unit Planning Notes

- Activities 1 through 5 in this unit are intended to be explored with both media and non-fiction readings.
- The final media creation may take the form of any media genre, based on availability of resources and student preference, e.g., a video, a newspaper, a magazine, a web-site, a CD ROM, an interactive storybook.
- Teachers and students should explore media and non-fiction readings mindful of the counter-cultural example provided by Christ.

Teaching/Learning Strategies

- identify and modify the bias in media and non-fiction
- differentiate fact from fiction in classroom readings
- participate in daily discussions
- read and recognize varied forms of rhetoric
- journal writing
- student debate
- respond to questions as assigned
- prepare and present a media creation

Assessment/Evaluation

Formative Assessment:

- response journals
- informal and formal teacher observation
- roving conferences
- preparation of debate presentation (process)
- peer and self evaluation
- small group discussions
- preparation of group media creation (process)

Summative Assessment:

- debate (product)
- media creation (product)
- unit test that addresses the four areas of achievement

Resources

- collection of media and non-fiction readings
- videotapes, video cameras, and VCRs
- an instructional media guide, e.g., Teaching Ideas for Media Literacy, Don Walker
- assorted media texts
- newspapers and magazines

Unit #6

**Title: Skills: 1) Writing Process: Improving Written Work and Language Study
2) Independent Learning**

Time: 25 hours integrated throughout the course

Unit Description

In this unit students will enhance their Catholic faith journey by realizing that language can be used as a tool to express their relationship with the world, as believers in the story of Christ. To that end, students will develop language skills that allow them to communicate with sensitivity, fluency, and accuracy. The study of language and writing is integrated and is ongoing into each of the units of this program.

Strands and Expectations

Ontario Catholic School Graduate Expectations: 2c, 2e, 3b, 3c, 3e, 4b, 4e, 4f, 5c, 5e, 7b

Strand(s): Writing; Language

Overall Expectations: LIV.01-02D, 03B; WRV.01-05D; LGV.01D, 02B; MDV.01-02D

Specific Expectations: LI2.03D; WR1.01-4D; WR2.01-02D; WR3.01D-06D; WR4.01D, 02B, 03D, 04B; WR5.01D, 02B, 03D, 04B, 05-06D, 07-16B; LG1.01-4B, 05D, 06-07B; LG2.07D

Activity Titles (Time & Sequence)

Placement*

Activity 1	Exploring Language Conventions	Ongoing
Activity 2	The "Write" Stuff: The Writing Process	Ongoing
Activity 3	Response Journals	Ongoing
Activity 4	Character Study: Descriptive Writing	See unit 1
Activity 5	Words, Words, Words: Etymology of Language	Unit 1/ongoing
Activity 6	Telling your Story: Narrative Writing	Unit 1
Activity 7	Expository Essay	Unit 2
Activity 8	A Scene or Video Script	Unit 2
Activity 9	Personal Response to Poetry	Unit 3
Activity 10	Creation of Personal Poetry	Unit 3
Activity 11	Convince me: Persuasive Writing Piece	Unit 4
Activity 12	Debate	Unit 5
Activity 13	Independent Learning Project	Unit 6

*Many of these activities have been developed and incorporated into previous units.

Unit Planning Notes

Writing Skills:

- These activities should be ongoing throughout the entire course, integrated into the study of literature, writing, and media. Students will develop vocabulary, knowledge of the English language, and skills in grammar and punctuation in all sections of the course, and demonstrate their learning in reading, writing, and oral discussions and presentations.
- Students will develop and apply skills in listening, speaking, and participation in groups in all sections of the course.
- Response journals should be integrated into all units of the course.
- The writing portfolio should include random samples of students' work and will follow the students through their high school career.

Independent Learning Project:

- This activity should be ongoing throughout the entire course. The project should include process work consisting of a proposal, conferences, written outlines and drafts, and a final product which includes a written report involving research, an oral presentation and a creative extension.
- The independent study project must be combined with the final exam as the final summative evaluation tool for the course.

Teaching/Learning Strategies

- reflect in response journals
- exhibit all of the steps in the writing process
- discuss and collaborate in a group setting
- engage in jigsaw discussions
- share in conferences
- research materials relevant to the independent learning project
- facilitate small group presentations
- participate in small and large group discussions
- read, comprehend and analyze assigned readings
- participate in creative extension activities

Assessment/Evaluation

Diagnostic and Formative Assessment:

- assess reading and writing ability for the purpose of identifying the need for remediation
- peer and self evaluation
- response journals
- informal and formal teacher observation
- jigsaw discussions
- quizzes
- conferences
- oral presentations
- written assignments (process)

Summative Evaluation

- independent study project: written report, oral presentation and creative component (product)
- written assignments as prescribed in units 1-5

Resources

- dictionaries, thesauri, style guides, grammar texts, etymology text(s)
- a grammar text, e.g., Language to Go, Nelson

Appendix 1.1 (Storytelling Unit - Activity 1)

Group Evaluation Checklist

Group Members:
Task
A) GROUP: <i>(Check one response for each)</i>
1. a) Did not get started. <input type="checkbox"/>
b) Slow to start. <input type="checkbox"/>
c) Started immediately. <input type="checkbox"/>
2. a) Did not remain on topic. <input type="checkbox"/>
b) Remained on topic to some extent. <input type="checkbox"/>
c) Remained on topic well. <input type="checkbox"/>
3. a) Did not cooperate. <input type="checkbox"/>
b) Worked together to some extent. <input type="checkbox"/>
c) Worked together quite well. <input type="checkbox"/>
B) 1. Did anyone dominate the group and not let others state their opinions? <input type="checkbox"/> Yes <input type="checkbox"/> No
2. Did anyone not participate? <input type="checkbox"/> Yes <input type="checkbox"/> No
3. Did members ask for and listen to each other's points of view and ideas? <input type="checkbox"/> Yes <input type="checkbox"/> No
C) How would you rate the group's performance? <input type="checkbox"/> Could be better <input type="checkbox"/> Satisfactory <input type="checkbox"/> Very Good
D) How could the group work better next time?

Appendix 1.2 (Storytelling Unit - Activity 1)

Self-Evaluation

Evaluate your performance in your group using the following scheme:

ALWAYS = 2 SOMETIMES = 1 NEVER = 0

NAME:		/2	SELF-REFLECTION
A.	I started immediately.		
B.	I contributed my ideas.		
C.	I asked others for their ideas.		
D.	I helped others in the group to learn.		
E.	I asked for help when I needed it.		
F.	I checked to make sure everyone in my group understood the work.		
G.	I encouraged others to participate.		
H.	I praised others for their ideas.		
I.	I stayed on topic.		
J.	I helped others stay on topic.		
MY TOTAL EVALUATION IS:		/20	

Appendix 1.3 (Storytelling Unit - Activity 6)

CLASS PRESENTATION

PEER/TEACHER EVALUATION RUBRIC

	POOR	AVERAGE	GOOD	EXCELLENT	MARK OUT OF _____
Organization and Preparation	poorly prepared	acceptable	good preparation and effective	extremely well organized and prepared	
Use of Aids charts, models, samples, board	none used or ineffectual in the presentation	moderately well used, sometimes obscure	acceptable, mostly effective and well used	very vivid and effective	
Knowledge of Topic	limited	sometimes uncertain	knowledgeable	extremely knowledgeable	
Presentation Style	inadequate	adequate	interesting	outstanding	
Stimulates discussion and interest	none or minimal amount	some	involved and interested	extremely interested and totally involved	
Remarks					

Appendix 1.4 (Storytelling Unit - Activity 7)

EVALUATION SAMPLE

CREATIVE SHORT STORY ASSIGNMENT CHECKLIST

	L I M I T E D	S O M E	C O N S I D E R A B L E	T H O R O U G H
•main idea is evident				
•general understanding of purpose				
•plot development				
•writer is aware of his/her audience				
•logical development of ideas				
•well developed direct and indirect characterization				
•main idea is well developed				
•ideas in general demonstrate originality and insight				
•contains a well developed theme				
•writer has an awareness and use of literary devices, i.e., allusion, denouement - if appropriate, epiphany, foreshadowing, metaphor, simile, etc.				
•uses complete sentences				
•paragraph breaks and/or organization is evident				
•spelling accuracy				
•punctuation accuracy				

Note:

*All papers are assumed to have gone through the writing process and marks will also be allotted to **all** students for their process, i.e., prewriting, rough draft(s), editing, revision, conferencing, and publishing.*

Appendix 2.1 (Novel Unit - Activity 2)

RESPONSE JOURNAL ASSESSMENT SAMPLE

Student's Name:	Date Assessed:				
1. Quantity (responds regularly to readings)					
2. Is aware of own responses (feelings, attitudes, memories, questions, etc.)					
3. Draws on text to explain/explore response					
4. Draws on personal experience to explain and explore response					
5. Makes connections with other texts					
6. Aware of text's strategies (i.e., plot, setting, characters)					
7. Aware of text as a whole					
8. Writes to explore, discover					
9. Experiments with different approaches to responding					
10. Writes in detail					
Concluding Comments:					

Appendix 2.2 (Novel Unit - Activity 3)

NOVEL STUDY SAMPLE QUESTIONS

GENERAL INTENSIVE STUDY QUESTIONS: ALL NOVELS

1. Make up 5 interview questions for your main character(s), based on the events of the novel. Answer them.
(15 marks)
2. Would you like the main character for a friend? Justify your answer.
(5 marks)
3. Describe in detail the main setting(s) for your novel.
(5 marks)
4. Plot: Select the scenes which created the most reader suspense/interest. (*Minimum of 5; Maximum of 10*). Examine how the author creates suspense.
(10 marks)
5. From which point of view is your novel narrated? (1st person, 3rd person limited or 3rd person omniscient?) *Why* or *why isn't* this an effective form of narration? Why do you think the author chose that particular point of view?
(5 marks)
6. Along with anyone else who read your novel, discuss the reasons why your particular novel:
a) is suited for teens **and/or**
b) is not suited to/interesting for teens. (5 marks)
7. Themes: What message is the writer trying to convey?
Do you agree with him/her?
(5 marks)

TOTAL MARKS: 50

These questions are part of a major assignment and as such, you are expected to write the most complete answer of which you are capable.

Appendix 2.3 (Novel Unit - Activity 4)

ENGLISH 1D - NOVELS

VIDEO PROJECT EVALUATION SAMPLE

Process work: /15 Scriptwriting
/15 Rehearsals

Criteria:

- Contributes ideas
- Prepared for class
- Respectful of others
- Focused and on-task

Script Product: /30

Criteria:

- True to the original text
- Reasonably equal division of parts/roles
- Solid effort
- Well written - free from errors

Video Dramatization: /30

Criteria:

- Good characterization
- Voice and facial expression
- Familiarity with lines/memorization
- Projection and enunciation
- Pacing and timing
- Costumes, props & sets
- Overall effect

Appendix 2.4 (Novel Unit - Activity 5)

FORMAL ASSESSMENT CHART

	Focus	Support	Organization	Style	Mechanics
Superior Quality 4	Controlling idea is insightful and expressed clearly	Strong examples and explanations support the controlling idea effectively	Organization is evident throughout	Strong control of vocabulary, sentence construction and level of language	Skillful control of spelling, grammar and punctuation
High Quality 3	Remains on topic throughout States main idea and supporting ideas in introduction Relates conclusion directly to main idea	Examples, reasons and explanations are: -relevant -accurate -convincing -specific	Has effective introduction, body and conclusion Has unified paragraphs with topic, supporting, concluding sentences Paragraphs flow from one to the next and sentences are linked within the paragraph	Effective sentence variety Effective vocabulary: varied, accurate Formal level of language	No major errors Few minor errors
Acceptable Quality 2	Says something about the topic Remains on topic States main idea only indirectly Relates three supporting ideas only adequately	Examples, reasons, and explanations are: -partially relevant, appropriate -developed unsatisfactorily	Has introduction, body and conclusion Has topic sentence and some supporting sentences Some attempt to connect paragraphs and to make connections within the paragraph	Attempts sentence variety Attempt variety and accuracy in vocabulary Formal level of language generally	Some major errors Excessive minor errors
Unacceptable 1	Undeveloped main idea No connection of ideas	Examples, reasons, and explanations are: -vague -repetitious -inaccurate, illogical or absent	Introduction, body or conclusion missing Minimal or no paragraphing skills	Imprecise vocabulary Repetitive sentence structure Colloquialism, slang	Numerous major and minor errors interfere with communication
Mark:	/4	/4	/4	/4	/4
Comments					