

Course Profile

English

Grade 9
Applied

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education and Training or by the Partnership of School Boards that supported the production of the document.

© **Queens Printer for Ontario**

Acknowledgements

Lead Board

Toronto Catholic District School Board
Wendy Schmidt, Manager

Course Profile Writing Team

Nick D'Avella (Lead Writer), Senator O'Connor College School
Patrick Keyes (Writer), St. Mary's Catholic Secondary School
Elaine Barrett (Writer), Mother Teresa Catholic Secondary School
Vincent O'Brien (Writer), Chaminade College School
Christine Hughes (Writer), Jean Vanier Catholic Secondary School

Word Processing

Diane Furtado, Catholic Education Centre

Graphic Layout

Ana Paula DaCosta, Catholic Education Centre

Unit #1

Title: Storytelling: Short Stories and Mythology

Time: 20 hours (6 additional hours in integrated language/skills development)

Unit Description

In this unit students will read and demonstrate their understanding of a variety of short stories and myths as an examination of the quest for identity, the mysteries of creation, and God's presence in our world. They will explore, compare and contrast, appreciate, and value stories and myths from a variety of cultures and traditions. Students will learn and apply a variety of literary terms to assigned readings and will understand and interpret ideas and information. Through writing activities and oral presentations students will continue to develop their communication skills.

Strands and Expectations

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

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

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

Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B, 07P, LI2.01-02P, LI3.01P, WR1.02P, 04P; WR2.01P; MD1.01B; MD2.01-02P

Activity Titles (Time and Sequence)

Activity 1	In the Beginning: Our World, Our Stories, Ourselves	240 minutes (+60 integrated)
Activity 2	Illustrate It! Designing a Collage/Powerpoint Presentation	180 minutes (+60 integrated)
Activity 3	All the World's a Stage: Writing and Presenting an Original Myth or Story	240 minutes (+60 integrated)
Activity 4	If I Were the Author... Writing Your Own Ending to a Short Story	150 minutes (+90 integrated)
Activity 5	Putting It Together: Creating and Publishing a Class Anthology	300 minutes (+90 integrated)
Activity 6	Naming of Parts: Learning and Applying Literary Terms	90 minutes (ongoing)

Unit Planning Notes

- In addition to the 20 hours allotted for this unit, approximately six hours should be devoted to the writing process and the on-going refinement of language skills as outlined in Unit #6 of this course.
- Since the storytelling unit will be the first unit delivered in the course, the teacher should ensure that students receive a thorough grounding in the knowledge and application of key terms and literary concepts which will form the foundation for the study of longer and more complex literary works later in the course.

-
- In addition, diagnostic assessment of learning styles as well as reading, writing, and oral communication skills should be conducted early, in order that students' needs might be addressed and learning styles accommodatEd.

Teaching/Learning Strategies

- collaborative learning activities (e.g., jigsaw and other small group activities)
- dramatic readings by teacher and students
- teacher-led discussion and instruction/Socratic lessons
- small group presentations
- peer-editing and peer conferencing
- word processing and desktop publishing (drafting, editing, revising, publishing)
- teacher/student conferencing

Assessment/Evaluation

Diagnostic and Formative Assessment

The teacher:

- teacher/student conferences to provide feedback on the writing process
- rubric(s) to assess assigned writings
- checklists to assess small group presentations, individual creativity, cooperation, and contribution in small group activities
- informal teacher observation

The student:

- self and peer assessment checklists
- peer-editing checklist to provide feedback in the writing process
- response journals

Summative Evaluation

- content test
- publication of anthology/Powerpoint presentation of student-created myths and stories

Resources

- anthologies of short stories, myths, legends, and folktales from a variety of cultures and traditions
- The Bible
- software: (Powerpoint, desktop publishing, word processing)
- CD ROMs and videos

Teacher Resources:

Mythology, E. Hamilton

Myths to Live By, J. Campbell

A Glossary of Literary Terms, M.H. Abrams

Native Voices, F. Ahenakew et al.

Activity #1

Title: In the Beginning: Our World, Our Stories, Ourselves

Time: 240 minutes (an additional 60 minutes in integrated language study)

Description

The main focus of this activity is connecting creation myths from a variety of cultures and traditions with Christian creation stories.

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)
- respect the faith traditions, world religions and the life-journeys of all people of good will (1h)
- present information and ideas clearly and honestly and with sensitivity to others (2c)
- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)

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 informational texts (LIV.01P)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- 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 texts they have read during the year from a variety of print and electronic sources (LI1.01P)
- make inferences based on the information and ideas presented in texts (LI1.05P)
- identify the purpose for each piece of writing (WR2.01P)
- identify the specific audience for each piece of writing (WR2.02P)
- use listening techniques and oral communication skills to participate in group discussions (LG2.01P)
- use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.04P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)

Planning Notes

- Teachers will emphasize the need to respect and appreciate the rich diversity of cultures and traditions represented in the various stories considered in this activity. At the same time, students will become aware of their own cultural biases.
- Since some students will choose the report as their culminating assignment, the teacher should integrate instruction in the preparation of a short report into this activity.
- Since some students will use the Internet in the culminating activity the teacher should enlist the help of the teacher-librarian. The teacher will also introduce/review acceptable use of the Internet (see Course Notes, page 6).
- Although the emphasis in this activity is on the application of concepts, students will strive to understand the figurative and symbolic nature of myth. The school Chaplain may assist the teacher in achieving this goal.
- Activity 6, Unit 1 (Naming of Parts) is ongoing throughout this unit, therefore teachers will refer to this activity before beginning the unit.

Teaching/Learning Strategies

- Students will listen to an oral reading of Genesis and the Creation of Adam and Eve.
- The teacher will explain and emphasize that these are the founding stories of our faith.
- The teacher will guide students in distinguishing between the literal truth and the symbolic Christian truths in the stories.
- The teacher will organize students into groups.
- The teacher will assign each group a different creation story.
- The teacher will instruct the students to read the story silently and then take turns reading the story aloud. (See Accommodations Unit 1-4)
- The teacher will distribute an organizer to each student in each group on which students will a) summarize the plot, b) describe the main characters, c) identify the main conflict.
- The teacher will re-arrange students into expert groups in which students will re-tell their stories and share their findings.
- The teacher will draw from students, in a class discussion, commonalities among the various stories. Suggested questions might include:
 - What suffering does the main character experience?
 - What does the main character learn from this experience?
 - What do we learn about ourselves through the struggles of the main character?
 - What is won and what is lost in these stories?
 - Was the struggle worth it?
- The teacher will summarize responses on the chalkboard.

Culminating Activity:

The culminating activity will call upon students to appreciate that various ancient cultures and people expressed the mysteries and wonders of creation in diverse ways.

Students may select one of the following assignments as a culminating activity:

- In a short report, compare one god figure from the creation myth of any culture with the God of the Christian creation story.
- Create two illustrations, one depicting the biblical story of creation, the other illustrating the creation myth of another culture.
- Surf the Internet and locate images and text featuring creation myths and create and deliver a presentation.

Assessment/Evaluation

- informal teacher observation (1h, 2c, LGV.02B)

Collaborative Learning:

- checklist to assess collaboration and monitor process in groups (**Appendix D**) (5a, LG2.01P)

Product (The Written Report):

- rubrics for the assessment of the report (**Appendix A**) (1a, LI1.01P, LGV.01P, LI1.05P, WR2.01P, WR2.02P)
- peer-editing and self-assessment checklists (WR5.04B)
- teacher/student conference (1a)

The Illustration:

- checklist/rubric to assess creativity and content (1a, LIV.01P, LI1.05P)

Internet Research and Presentation:

- checklist/rubric to assess creativity and content (**Appendix B**) (2e, LIV.01P, LGV.01P, LI1.01P, LI1.05P, LG2.02P)

Accommodations

In this activity, the teacher will assess oral reading for the purpose of identifying the need for possible remediation. If students are not comfortable reading in front of the class, they can read to the teacher in a one-on-one situation.

Resources**Teacher Resources:**

- The Power of Myth, Joseph Campbell
- The Educated Imagination, Northrop Frye

Student Resources:

- an anthology of myths and folktales
- Global Reading Safari, James Barry
- Micmac Legends, Alden Nowlan
- Native Voices, Freda Ahenakaw et al.(Eds.)
- The Bible
- Vatican Library web site (art history)

Activity #2

Title: Illustrate It! Designing a Collage/Powerpoint Presentation

Time: 180 minutes (60 additional minutes in integrated language study)

Description

In this activity, designing a collage, storyboard, or Powerpoint presentation to illustrate aspects of theme, character, conflict or setting found within myths and short stories will be the focus.

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)

-
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
 - work effectively as an interdependent team member (5a)

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

Overall Expectations

At the end of Grade 9, students will:

- use print and electronic sources to gather information and explore ideas for their written work (WRV.01P)
- use knowledge of a variety of media forms, purposes, and audiences to create media works (MDV.02P)

Specific Expectations

Students will:

- make inferences based on the information and ideas presented in texts (LI1.05P)
- locate and record information and ideas from print and electronic sources, including newspapers and magazines, dictionaries, encyclopedias, vertical files, and electronic databases (WR1.02P)
- adapt a work of literature for presentation in another media form (MD2.02P)
- create media works for different purposes (MD2.02P)
- analyze the characteristics of different audiences and create media works designed specifically for them (MD2.03P)
- use listening techniques and oral communication skills to participate in group discussions (LG2.01P)

Planning Notes

- Teachers/students will collect samples of collages, illustrations, storyboards, and comic book illustrations created by students. These can be used as models for students to view and examine.
- Teachers will, with the help of the teacher-librarian, create and publish a list of relevant web sites that the class might access. The teacher will instruct students on the critical use of web sites.
- It is assumed that not all students will be fluent in visual arts; in such cases students will be assessed on the mastery of the content.

Teaching/Learning Strategies

Collaborate to complete one of the following culminating activities or assignments:

- The teacher will instruct students to collaborate in pairs to complete one of the following activities:
 - Visit the Muse des Beaux Arts web site and view Breughel’s “The Fall of Icarus.” Using it as your inspiration, create your own illustration of a key incident involving your favourite mythological figure.
 - Create a storyboard or comic illustration depicting the journey, struggles, or adventures of a mythological hero of your choice.

Assessment/Evaluation

- informal teacher observation (4a, WR1.02P)

Collaborative Learning/Process:

- checklist to assess collaboration and to monitor process in groups (**Appendix D**) (2a, 2c, 5a, LG2.01P)
- checklist/rubric to assess creativity, content, form, and visual expression (WRV.01P, MDV.02P, LI1.05P, WR1.02P, MD2.01P, MD2.02P)

Accommodations

As the focus of this activity is primarily visual, teachers will be mindful of the needs of students who prefer to express their knowledge and understanding in written modes.

Resources

Teacher Resources:

- Native Voices, Freda Ahenakaw et al., (Eds.)

Student Resources:

- Breaking Through: A Canadian Literary Mosaic, John Borovilos
- Powerpoint presentation software
- Internet access

Activity #3

Title: All the World's a Stage: Writing and Presenting an Original Myth or Story

Time: 240 minutes (an additional 60 minutes in integrated language study)

Description

This activity focuses on the writing and dramatization of student created myths.

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)
- work effectively as an interdependent team member (5a)

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

Overall Expectations

At the end of Grade 9, students will:

- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest (WRV.03P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- 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:

- revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity (WR4.01B)

-
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
 - consider reactions from teachers, peers, and others in revising and editing written work (WR4.04B)
 - provide documentation showing their use of the writing process (WR5.03P)
 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)
 - identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
 - construct complete and correct compound and complex sentences, using the following sentence components as required: subject, predicate, object, subject complement, main and subordinate clauses, prepositional phrases (WR5.06P)
 - recognize, describe, and use correctly, in oral and written language, the language structures of Standard Canadian English and its conventions of grammar and usage (LG1.05P)
 - 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

- Prior to beginning this unit, the teacher will review and reinforce the skills needed for working in groups (e.g., responsibilities, dealing with conflict, negotiation, valuing the contributions of others).
- The teacher needs to be mindful that students' learning styles differ. Some students may find the presentation a great challenge; therefore, assessment for such students may be weighted more heavily in favour of the written products in this activity.
- As students create their scripts and presentations, they will need to be familiar with the language and conventions of the drama. This particular activity is a precursor to the drama unit.
- The teacher may collaborate with a colleague in the Drama department on this activity.
- The teacher will keep finished written work for a class anthology (see Unit 1, Activity 5).

Teaching/Learning Strategies

- The teacher will reiterate that myths were written to explain natural phenomena, explore the mysteries of creation and understand human nature.
- Students will collaborate to write an original myth on one of the following topics:
 - why people's hair colours are different
 - why it rains
 - why the sun is yellow
 - where rainbows come from
 - why it snows in Canada
 - why men have beards
 - why fish breathe water
 - why dogs have tails
 - how the beaver got its tail
 - how a sport or type of music originated
 - or another topic of the student's choosing
- After students have written their myths they will rewrite them in script form and present them. This work will involve writing dialogue, designing a set, providing stage directions, and choreographing movement.

or

Students may choose a god/goddess or hero/heroine from their favourite myth and write a story in which the character is placed in a modern predicament (e.g., a sporting event, job interview, birthday party). Students will rewrite their story in script form and present it to the class.

Assessment/Evaluation

- informal teacher observation (**Appendix D**) (2a, LGV.02B, WR4.04B)

Process:

- checklist to assess individual contribution to collaborative effort (**Appendix C**) (2a, 2c, 5a, LGV.01P, WRV.05B, WR4.03P, WR4.04B)
- checklist to assess the group's collaboration in brainstorming, drafting, editing, and revising (**Appendix D**) (WRV.04B, WR4.01B, WR4.03P, WR4.04B, WR5.03P, WR5.04B)

Product:

- rubric to assess final written products, the narrative myth and the script (WRV.03P, LGV.01P)
- rubric to assess presentation/performance (**Appendix B**) (LGV.01P, LGV.02B)
- language and grammar rubric (LG1.05P, LG1.07B, WR5.05P)

Accommodations

The nature of the activity allows students with various abilities and interests to contribute in a meaningful way to the collaborative effort of the group. The assessment strategies allow flexibility when reviewing the individual contribution of each student.

Resources

- “How the Mosquito Came to Be” in Global Reading Safari, James Barry (Ed.)
- dictionaries/thesauri
- The Bible
- a handbook of dramatic terms
- Big Hair: A Journey to Transformation of Self, Grant McCracken

Activity #4

Title: If I Were the Author. . .Writing Your Own Ending to a Short Story

Time: 180 minutes (90 additional minutes in integrated language study)

Description

The objective of this activity is speculating and writing your own ending to a short story.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to:

- present information and ideas clearly and honestly and with sensitivity to others (2c)
- work effectively as an interdependent team member (5a)

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

Overall Expectations

At the end of Grade 9, students will:

- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination and interest (WRV.03P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)

-
- edit and proofread their final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
 - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
 - 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:

- make inferences based on the information and ideas presented in texts (LI1.05P)
- use specific references from a text to support opinions and judgements (LI1.06B)
- revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity (WR4.01B)
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
- provide documentation showing their use of the writing process (WR5.03P)
- select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work (LG1.04B)
- adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry (WR5.16B)

Planning Notes

- The teacher will review the group work skills demonstrated in the previous activity.
- The teacher will select a variety of stories that reflect students' interests and backgrounds.
- The teacher will select short stories that reflect current topics and issues, with particular emphasis on Canadian content.
- The teacher will contact the local community library or a cultural community centre for the names of storytellers who might be willing to share their stories with the class.
- Students may choose to compare their endings and then debate which ending is most dramatically effective.
- An alternative activity may call upon the students to predict the ending of a given short story.

Teaching/Learning Strategies

Students will read three to five short stories representing a variety of cultures and traditions.

(A variety of reading strategies will be used including, silent reading, reading aloud, and reading in small groups.)

- The teacher will explain that short stories, like myths, are an expression of our quest to understand our nature and our world.
- The teacher will model the reading of the first short story.
- The teacher will check for understanding and active listening through questioning.
- The teacher will assign one short story for silent reading.
- The teacher will lead the class in a discussion/analysis based on the following terms: theme, setting, character, plot, conflict and point-of-view.
- Students will read a short story of their own choosing, in pairs, and using a graphic organizer, they will analyze the story for plot, character, setting, conflict, theme and point-of-view.
- The teacher will invite a storyteller from the community to share stories.

Culminating Activity:

- Students will collaborate in pairs to rewrite the ending to any one of the short stories studied in class. The following is a list of questions students might consider:

What did you like or dislike about the ending? Why?

Would you change the setting? How?

Would you change the quest or the journey? How?
Would you change the personality of the/a character? How?
What will the character(s) learn about themselves and others in your new ending?
What new adventure or quest would you suggest that your hero embark on?
What qualities should the character acquire to make him/her more Christian?

Assessment/Evaluation

- informal teacher observation (Checklist) (LGV.02B)

Collaborative Learning/Process:

- checklist to monitor process and assess collaboration in groups (**Appendix D**) (2c,5a, LGV.02B)
- peer assessment checklist (WRV.04B, WRV.05B, WR4.01B, WR4.03P, WR5.03P)
- journal response checklist (WRV.03P)
- checklist to assess oral reading (LGV.01P)

Product:

- language and grammar rubric (LG1.04B, WR5.16B)
- rubric to assess creativity (detail, originality, style etc.) (LI1.05P, LI1.06B)

Accommodations

Some students may need more than the allotted time to compose their story ending. In addition, some students may choose to convey their endings as illustrations or record their endings on cassette.

Resources

- Breaking Through: A Canadian Literary Mosaic, J. Borovilos (Ed.)
- Breaking Free: A Cross Cultural Anthology, J. Borovilos (Ed.)
- Perspectives; Choices, G. Kirkland and R. Davies (Ed.)
- An anthology of the short stories of O. Henry; Biblical Stories (e.g., “The Story of Joseph and his Brothers”)
- Global Reading Safari, J. Barry (Ed.)
- Native Voices, F. Ahenakew, et al.
- Identity and Learning, K.Roy
- Nelson Mini-Anthologies: Time Tracks, In Touch, On the Edge, Explore the Unknown

Activity #5

Title: Putting it Together: Creating and Publishing a Class Anthology

Time: 330 minutes (90 additional minutes in integrated language study)

Description

Students will be creating and publishing a class anthology of original stories and myths.

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)
- Work effectively as an interdependent team member (5a)
- Develop one's God-given potential and make a meaningful contribution to the class and school community (5c)

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

Overall Expectations

At the end of Grade 9, students will:

- identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately (WRV.02P)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of a variety of media forms, purposes, and audiences to create media works (MDV.02P)

Specific Expectations

Students will:

- sort and group information and ideas, assess their relevance and accuracy, and discard irrelevant material (WR1.03P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)
- identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
- adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry (WR5.16B)
- explain how authors and editors use design elements to help convey meaning (LI3.03P)

Planning Notes

- The main goal of this activity is to give the students a sense of confidence and accomplishment.
- Many of the activities in this unit culminate in published writings and illustrations.
- The focus of this unit is the application of technological skills to create an integrated product (e.g., an anthology of stories, myths, scripts).
- Students should derive, individually and collectively, a sense of accomplishment.

-
- This is the culminating activity of the unit which calls upon students to apply and demonstrate a broad range of skills and competencies in a collaborative and collegial context.
 - Teachers should take an inventory of students' technological skills so that within each group there is a balance of skills and talents among group members.
 - A modification on the jigsaw approach may be taken whereby each home group has a member drawn from a "technology expert" group. This expert group will manage the overall design of the anthology and provide technological assistance to each home group.
 - Teachers are encouraged to collaborate with colleagues in computer studies and technology departments.
 - Teachers may enlist the help of experts e.g., senior technology students, yearbook editor, school newspaper editor, and others to help the students with elements of layout and design.

Teaching/Learning Strategies

- The teacher will list the works students have completed on the board.
- Students and teacher will categorize the work according to theme, topic, sub-genre (e.g., creation stories, myths, short stories, scripts, illustrations).
- The teacher and students together will decide a) design and layout features (e.g., font, number of pages, illustrations, anthology title) and b) formatting and graphic layout (e.g., composing of forward/introduction).
- The teacher will divide the class into groups according to the tasks that need to be accomplished (see above).
- Students will compile and publish the anthology.

Assessment/Evaluation

- informal teacher observation (Checklist) (2a)

Collaborative Learning/Process:

- checklist to monitor process and assess collaboration in groups (**Appendix D**) (2c, 3c, 4f, 5a, WR1.03P)
- self assessment checklist (**Appendix C**) (5a, 5c, WR5.04B)
- peer assessment checklist (WR5.04B)

Product:

- language and grammar rubric (WR5.05P, WR5.16B)
- rubric to assess anthology (detail, originality, style graphics, organization, etc.) (WRV.02P, WRV.05B, MDV.02P, LI3.03P)

Accommodations

Since there is a variety of tasks required for this culminating activity most needs and learning styles can be accommodated and supported.

Resources

Hardware: colour printer, scanner, photocopier

Software: desktop publishing, wordprocessing program

Activity #6

Title: Naming of Parts: Learning and Applying Literary Terms

Time: 90 minutes (ongoing)

Description

The aim of this activity is introducing and applying literary terms.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to:

- present information and ideas clearly and honestly and with sensitivity to others (2c)
- work effectively as an interdependent team member (5a)

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

Overall Expectations

At the end of Grade 9, students will:

- demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and newspaper and magazine articles (LIV.02P)
- 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 clearly and correctly (LGV.01P)

Specific Expectations

Students will:

- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
- identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
- recognize, describe, and use correctly, in oral and written language, the language structures of Standard Canadian English and its conventions of grammar and usage (LG1.05P)
- 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

- Throughout the storytelling unit the teacher will introduce and explain a variety of literary terms. These should not be studied in isolation. Instead, they should be integrated into the reading of the short stories and myths and should be discussed and applied as the need arises.
- This activity offers the opportunity to assess and diagnose the language skills of individual students, and address their specific needs, through remediation.

Teaching/Learning Strategies

- Students will create and maintain a glossary of terms e.g., initial situation, incident, trigger incident, conflict, climax, theme, moral, character, protagonist, setting, mood, atmosphere, narration and suspense.
- Students will work collaboratively in small groups to apply literary terms to the analysis of short stories and myths (see Unit 1, Activity 4).
- Students will write a content quiz.

Assessment/Evaluation

- content quiz to ascertain knowledge, understanding and application of literary terms used in studying short stories (LIV.02P, LIV.03B, LGV.01P)
- roving conference/informal teacher observation (Checklist) (2c)
- group work checklist (**Appendix D**) (5a, WR4.03P)

Accommodation

Students may choose to communicate orally rather than in written form. Some students may require additional time for the task or assistance from a peer.

Resources**Teacher Resources:**

- A Glossary of Literary Terms, M.H. Abrams

Student Resources:

- teacher-generated lists of definitions of literary terms
- Autoskill software

Unit #2

Title: Novel Study: Embrace the Journey

Time: 20 hours (6 additional hours in integrated language/skills development)

Unit Description

In this unit students will learn and comprehend components of the novel (plot, setting, character, point-of-view and theme) and recognize that sin, human weakness, conflict and hope are part of the human journey. Students will read, interpret information, and then develop ideas based on themes that will allow students to integrate the Catholic experience into their appreciation of literature.

Strands and Expectations

Ontario Catholic Graduate Expectations: 1a, 1d, 2a, 2c, 2e, 3a, 3c, 4a

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

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

Specific Expectations: WR1.02-04P; WR2.01P; LG1.04B, 05P, 06B; MD1.01B, 02P;
MD2.01-02P

Activity Titles (Time and Sequence)

Activity 1	Collaboratively Building Narratives: Write, Rotate, Right/ Connecting a Story	120 minutes (+30 integrated)
Activity 2	Words Will Take You There: Individual, Small and Large Group Reading	240 minutes (+120 integrated)
Activity 3	Who's on First? What's on Second? Charting and Predicting Plot and Character	210 minutes (+120 integrated)
Activity 4	The Writer and Commentator	300 minutes (+30 integrated)
Activity 5	See It! Connect It! Write It: Critical Viewing and Application	330 minutes (+60 integrated)

Unit Planning Notes

- 360 minutes of language development are incorporated into this unit.
- The novel can be connected to the video representation or to a theme-related support visual in the critical viewing and writing activity.
- Assessment of the final critical reviewing activity will be shared with students.
- Use of available multi-media resources will be encouraged.
- Daily readings of the novel will take a variety of forms (e.g., group, individual, teacher led).
- The teacher will follow up with remediation as necessary.

Teaching/Learning Strategies

-
- small group reviewing and reading
 - teacher-led discussion to engage readers
 - use of charts and diagrams to organize plot and character development
 - response journals for theme and character exploration
 - peer conferencing and editing of response journals
 - Socratic questioning and answering

Assessment/Evaluation

Diagnostic and Formative:

- checklist: peer-editing, note-taking and group work
- quiz on literary terms
- grammar rubric
- anecdotal notes
- peer and self assessment of critical viewing project

Summative:

- unit test focused on content and comprehension

Resources

Print

- class novel(s)
- dictionary/thesauri
- newspapers and magazines
- The Bible

Computer Software

- wordprocessing program
- Internet

Activity #1

Title: Collaboratively Building Narratives: Write, Rotate Right/Connecting a Story

Time: 120 minutes (30 additional minutes of in integrated language study)

Description

This activity is divided into two parts. The first part provides an interactive review of story elements. The second part serves as an introduction to the novel.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to:

- present information and ideas clearly and honestly and with sensitivity to others (2c)
- work effectively as an interdependent team member (5a)

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

Overall Expectations

At the end of Grade 9, students will:

-
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
 - 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 knowledge of elements of the short story, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret texts in the genre (LI2.02P)
- use listening techniques and oral communication skills to participate in group discussions (LG2.01P)
- use eye contact, specific examples, humour, and visual aids and technology, as appropriate, to engage the audience's interest during oral presentations (LG2.04P)

Planning Notes

Part One:

- In this activity, students are collectively creating a variety of stories.
- There will be as many stories as there are pairs of students.
- Students must read materials passed to them with care in order to ensure continuity in the stories.
- As an extension activity students can polish and publish their stories.
- This part of the activity will not be formally assessed.

Part Two:

- The teacher will choose excerpts from a variety of novels. These excerpts will include both the novels' beginnings and endings.
- It is important to choose novels from a variety of sub-genre and distinctive styles.
- Excerpts from the novels should be typed or written in the same font.

Teaching/Learning Strategies

Part One: Write, Rotate, Right: Collectively Building Stories

- The teacher will distribute to each pair of students, a graphic organizer with the following story elements: setting, character, conflict, climax, and conclusion (see Unit 1, Activity 6).
- The teacher will instruct students to write in sentence form.
- In pairs, students will choose a setting (e.g., a mall, the year 2050) and write about it in as much detail as they can in a given amount of time (e.g., 3-5 minutes).
- Students will write this in the setting section of their graphic organizer.
- Having completed the section on setting, each pair will pass its handout to the pair on its right.
- The receiving pair will read the setting description that has been passed and continue the story by adding a character, being careful to ensure the continuity of the story.
- The teacher will supervise the rotation of materials and observe the students' progress.
- Upon completion of the character portion of the organizer, each pair will pass the organizers to the right.
- The receiving pair will carefully read the material passed to them and continue the story by adding a conflict.
- Students will continue to write and rotate until the stories are completed.
- Having completed the stories, students will use their organizers to recite their stories.
- The last pair will read the completed story to the class. Students may need to rehearse their stories before presentation.

Part Two: Connecting Stories: Linking Narration, Style, and Language

- The teacher will organize the students into groups of four.
- Students will be given 10 cue cards with excerpts from five novels.

-
- There will be five excerpts from the beginnings and five excerpts from the endings of the novels.
 - The cue cards will be shuffled so group members cannot distinguish which beginning belongs with which ending.
 - Students will analyze the narration for style and match each beginning with its ending.
 - For one match, students will write one paragraph justifying their choice.
 - Students will present their justification to the class.
 - The teacher will informally observe the activity.

Assessment/Evaluation

- informal teacher observation, roving conference (2c, LGV.02B)

Collaborative Learning Process:

- checklist to monitor process and assess collaboration in groups (**Appendix D**) (5a, LGV.02B, LG2.01P)

Product:

- presentation rubric (**Appendix B**) (LGV.01P, LGV.02B, LI2.02P, LG2.01P, LG2.04P)
- writing assessment rubric (**Appendix A**) (LGV.01P, LI2.02P)

Accommodations

This activity is designed to be inclusive for students of all abilities. In the “Write Rotate Right” activity students may be given more than five minutes to compose their answer. If the exceptionality involves writing, one student can scribe for the other. Alternatively, if the exceptionality involves speaking, one student may speak for the other.

Resources

- novel possibilities for selecting excerpts for Part 2 of the activity:

Catcher in the Rye

Who Has Seen The Wind

1984

The Running Man

Lady Oracle

The Bluest Eyes

Holdfast

The Shipping News

Crabbe

The Pigman

The Chocolate War

Of Mice and Men

The Pearl

The Lilies of the Field

Activity #2

Title: Words Will Take You There: Individual, Small and Large Group Reading

Time: 240 minutes (120 additional minutes in integrated language study)

Description

This activity deals with ongoing reading and the creation of a glossary.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to:

- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)

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

Overall Expectations

At the end of Grade 9, students will:

- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- 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 a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts (LI1.03B)
- identify and explain examples of slang, jargon, dialect, and colloquialism as well as of Standard Canadian English, in literary texts and their own oral and written work (LG1.02B)
- 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)
- analyze their own and others' oral communication skills, identifying strengths and weaknesses and suggesting ways to improve (LG2.07P)

Planning Notes

- This activity is ongoing. The novel(s) will be read over the course of the unit. A variety of strategies will be employed to ensure that all students have the opportunity to listen to and read the novel(s).
- As students read and discover new words they will add these words, along with definitions, to a glossary. This glossary will be stored in their notebooks.
- The class may study the same novel. However, several novel titles may be used to accommodate different interests and reading levels. Whether one novel or several are employed the same strategies apply.
- In terms of reading aloud, it is important for students to experiment with their voices to create characterization and a variety of tone. Teachers need to model how a novel can be read dramatically.

Teaching/Learning Strategies

- The teacher will read sections of a novel to the students to model dramatic reading.
- The teacher will emphasize that reading aloud requires rehearsal.
- The teacher will tell students that they may need to read passages several times for understanding.
- The teacher will also stress the need for active listening.
- Students will read silently.
- Students will read aloud in large and small groups allowing for oral reading and rehearsal as needed. (Some students may prefer to read aloud to the teacher only.)
- Students will create a glossary that has subtitles: Word, Origin, and Definition. The glossary will be stored in students' notebooks. Throughout their reading activities, students will be directed to identify new words and add them to the glossary.
- Students will demonstrate their understanding of new words by using them appropriately in the writing assignments given in Activities 3-6.

Assessment/Evaluation

- informal teacher observation (Checklist) (4a, 5a, LGV.01P, LGV.02B, LI1.03B, LG1.03B)
- informal student observation (LG2.07P)

Collaborative Learning/Process:

- checklist for assessing glossary (LG1.02B, LG1.03B)
- self-evaluation checklist for reading (LGV.02B)
- checklist for dramatic reading (voice, tone, pronunciation, fluency, enunciation, etc.) (LGV.02B, LI1.03B)

Accommodations

Reading is a critical skill to learn. Reading must be a positive experience. Students can be supported through a variety of strategies including reading one-to-one, word attack strategies, reading aloud and listening to recordings of tapes while reading along with the text.

Resources

- Suggested titles include:

Z for Zachariah

Of Mice and Men

The Pearl

The Pigman

Snowbound

The Outsiders

That Was Then This Is Now

Who Is Francis Rain?

Shane

The Lottery Rose

And Then There Were None

The Pearl

The Lilies of the Field

- accelerated reader, dictionary

Activity #3

Title: Who's on First, What's on Second? Predicting Plot and Character

Time: 210 minutes (120 additional minutes in integrated language study)

Description

This activity charts character and plot development. It consists of two smaller activities that unfold simultaneously and are linked to the reading of the novel.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to:

- recognize that there is more grace in our world than sin and that hope is essential in facing all challenges (3a)
- think reflectively and creatively to evaluate situations and solve problems (3c)

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

Overall Expectations

At the end of Grade 9, students will:

- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)

Specific Expectations

Students will:

- sort and group information and ideas, assess their relevancy and discard irrelevant material (WR1.04P)
- revise drafts to ensure that ideas are adequately developed with supporting details and to achieve clarity and unity (WR4.01B)
- make constructive suggestions to peers, using prompts, checklists, open-ended statements, and questions (WR4.03P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)

Planning Notes

- The teacher will prompt the students through oral questioning as they fill in the graphic organizer.
- It should be noted that the glossary created in Activity 2 should be integrated with the reading, recording and writing process.
- The class may study the same novel or several novel titles may be used. Whether one novel or several are employed, the same strategies apply.

Teaching/Learning Strategies

How to use the organizer:

- The teacher will instruct students to analyze character and plot development by using an organizer: “Charting Descriptions and Predictions.” This chart helps students to speculate on and predict the novel’s outcome.
- Within the organizer students will chart information related to the changes in characters and plot and will find and record quotations and examples to support their assertions.
- The teacher will read the first chapter in the novel(s) to the students.
- The teacher will prompt students with lead-in questions to begin the filling in of the graphic organizer e.g., the teacher will ask:
 - Who do you consider to be the novel’s character?
 - What change in fortune has befallen the novel’s protagonist?
 - How does the protagonist react to his/her sudden change in fortune?
 - How do you think the protagonist will solve his/her latest challenge?
 - Who should the protagonist turn to for help?
- Students will continue to fill in the graphic organizer for the remainder of the reading of the novel.
- Although students may collaborate in the filling out of the organizer, it is required that each student have his/her own completed organizer.
- Students will draw from the organizer to answer one of the following questions in report form:
 - How has the hero changed on his/her journey from the beginning, middle, and end?
 - What are three things that the hero has learned about himself/herself?
 - What are three things that the hero has learned about society?
 - What are three changes that have occurred in the hero’s relationship with others?
 - What are three sacrifices the hero has to make in his/her struggle? Is the struggle worth it?
 - What Christ-like characteristics does the hero have?

Assessment/Evaluation

- informal teacher observation (Checklist) (3a)

Collaborative Learning/Process:

- rubric to evaluate organizer/chart (3c, WR1.04P)
- self evaluation (**Appendix C**) (WRV.04B)
- peer editing (WRV.04B, WRV.05B, LGV.01P, WR5.04B)

Product:

- writing rubric to assess report on novel (**Appendix A**) (3c,LGV.01P)

Accommodations

Students may create an oral presentation or a Powerpoint presentation of their research instead of a written report.

Resources

- class novel(s), dictionaries, thesauri

Activity #4

Title: The Writer and Commentator

Time: 300 minutes (30 additional minutes in integrated language study)

Description

This activity is based on a reader response journal. As well, students will be asked to relate articles and news stories to the themes and issues raised in the novel. Students will integrate Church teachings on social justice into their analysis of themes and issues.

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)
- develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity, and the common good (1d)
- 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)
- recognize that there is more grace in our world than sin and that hope is essential in facing all challenges (3a)
- demonstrate a confident and positive sense of self and respect for the dignity and welfare of others (4a)
- work effectively as an interdependent team member (5a)

Strand(s): Literature Studies and Reading; 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 (LIV.01P)
- use print and electronic sources to gather information and explore ideas for their written work (WRV.01P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to the conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- 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 a variety of purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and using information, extending personal knowledge, and responding imaginatively (LI1.02P)

Planning Notes

- This is a two part activity:
 - a) In their journals, students will respond to themes and issues in the novel from a variety of perspectives and roles. Students will share their responses with classmates.
 - b) Students will research and collect from a variety of sources, articles that reflect the novel's themes and issues.
- This activity requires that students respond in writing from a variety of perspectives and roles.
- Students will examine Scripture and Church teachings as they apply to themes and issues presented in the novel.

Teaching/Learning Strategies

Part One:

- The teacher will review the various types of journal writing.
- The students will write a variety of responses to one or several of the following assignments:
 - Compare yourself to a character in the story.
 - Compare a current event to one that is similar to the situation in the novel.
 - Write in character or write a letter to a character.
 - Write a new ending to the chapter.
- Students will discuss how to respond respectfully and constructively to the work of others.
- Paired students will comment constructively on each others' responses.
- Students will edit, polish and submit one journal response each.

Part Two:

- Students will collect articles, pictures, video clips and personal anecdotes that reflect social justice issues in the novel.
- Students will select two or three artifacts from their collection, and in a presentation, explain how these relate to the novel.
- Students will continue to create an updated glossary of literary terms and new vocabulary.

Assessment/Evaluation

- informal teacher observation (Checklist) (1a, 2a, 4a)

Collaborative Learning/Process:

- peer assessment checklist (5a, LGV.02B)
- journal response checklist
- teacher anecdotal notes
- peer editing (WRV.05B)

Product:

- language and grammar rubric
- knowledge/content quiz
- polished response journal evaluation (**Appendix A**) (1d, 3a, WRV.04B, LGV.01P, LI1.02P)
- presentation rubric (**Appendix B**) (2c, LIV.01P, WRV.01P, LGV.01P, LGV.02B, LI1.02P)

Accommodations

Students may choose to tape-record their responses.

Resources

- novel(s), newspapers, magazines, Grade 9 Religion Text, Bible, Missals, newscasts, Internet, photographs and illustrations

Activity #5

Title: See It, Connect It, Write It: Critical Viewing and Application

Time: 330 minutes (60 additional minutes in integrated language study)

Description

This activity focuses on students' making a connection between the written text and film representations of the same story or theme.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

The graduate is expected to:

- use and integrate the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life (2e)
- work effectively as an interdependent team member (5a)

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

Overall Expectations

At the end of Grade 9, students will:

- identify the literary and informational forms suited to specific purposes and audiences and use the forms appropriately in their own writing, with an emphasis on communicating information accurately (WRV.0P2)
- use a variety of forms of writing to express themselves, clarify their ideas, and engage the audience's attention, imagination, and interest (WRV.03P)
- revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity (WRV.04B)
- edit and proofread to produce final drafts, using correct grammar, spelling and punctuation, according to conventions of Standard Canadian English specified for this course, with the support of print and electronic resources when appropriate (WRV.05B)
- use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly (LGV.01P)
- identify and describe the elements, intended audiences, and production practices of a variety of media forms (MDV.02P)

Specific Expectations

Students will:

- provide documentation showing their use of the writing process (WR5.03P)
- edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation (WR5.04B)
- identify and use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections (WR5.05P)
- identify and correct sentence fragments, run-on sentences, and comma splices (WR5.07B)
- recognize, describe, and use correctly, in oral and written language, the language structures of Standard Canadian English and its conventions of grammar and usage (LG1.05P)
- recognize, describe, and use correctly, in oral and written language, the conventions of Standard Canadian English for spelling, capitalization, and punctuation (LG1.07B)
- demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (MD1.01B)
- identify and describe the elements used to structure media works in a variety of forms (MD1.02P)

Planning Notes

- In this activity, the class will compare film to the novel.
- As an extension to this activity students may choose one of the following three options:
 - Storyboard a scene.
 - Storyboard a preview (trailer) for the novel.
 - Create a film script and shoot a scene.

Teaching/Learning Strategies

- The teacher will introduce key terms used in the study of film.
- Students will add these terms to their glossaries (see Unit 2, Activity 2).
- Students will critically view and discuss the film.
- The teacher will provide students with focus questions such as:
 - What scenes were excluded from the film?
 - What was added?
 - What is the overall effect of the changes?
- The teacher will provide the students with a graphic organizer to delineate the differences and similarities in structure between the novel and the film.
- Students will write a report on the differences and similarities between the written text and the film.

Assessment/Evaluation

- informal teacher observation

Collaborative Learning/Process:

- Script/storyboard rubric (if storyboard option is chosen)
- Checklist for graphic organizer (2e, LGV.01P, MDV.02P, MD1.01B, MD1.02P)
- Peer and self assessment checklist (5a, WRV.04B, WRV.05B, WR5.03P)

Product:

- writing rubric (**Appendix A**) (WRV.02P, WRV.03P, LGV.01P, MDV.02P, WR5.04B, WR5.05P, WR5.07B, LG1.05P, LG1.07B, MD1.01B)
- teacher anecdotal notes

Accommodations

This activity uses a variety of strategies that accommodate many learning styles. The teacher needs to be mindful to adapt the activity so that it best meets the needs of the identified student.

Resources

- novel, TV/VCR, video camera, Powerpoint software, film

Unit #3

Title: Poetry: Miracle and Wonder

Time: 10 hours (3 hours in integrated language/skills development)

Unit Description

The exploration of poetry will encourage students to read, write, and demonstrate their understanding and appreciation of a variety of poetic forms. Students will identify, compare and contrast ballads, narratives, songs, and prayers. Through listening, speaking, and writing in large and small groups, students will learn and apply poetic devices in various poetic contexts. The unit will culminate with the production of an anthology of student prayers, songs and poetry forms.

Strands and Expectations

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

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

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

Specific Expectations: LI1.02P, 03B, 05P, 06B, 07P; LI2.01P; LI3.01-2P; WR1.02P, 04P; WR2.01P; MD1.01B, 02P; MD2.01-02P

Activity Titles (Time and Sequence)

Activity 1	Read It, Hear It, Think It: Reading Selections of Poems, Songs, and Prayers	60 minutes
Activity 2	The Motive for Metaphor: Classifying, Comparing, and Analyzing	120 minutes
Activity 3	My Line, Your Line: Shared Composition of Poetry in Small Groups	60 minutes (+45 integrated)
Activity 4	How I See It: Representing a Poem in Another Medium	60 minutes (+45 integrated)
Activity 5	Our Voices: Writing a Personal Response to a Poem, Song, or Prayer	120 minutes (+60 integrated)
Activity 6	Build It and They Will Read: Compiling and Publishing an Anthology of Student Poems	180 minutes (+30 integrated)

Unit Planning Notes

- In addition to the 10 hours allotted for this unit, approximately 3 hours should be devoted to the writing process and the ongoing refinement of language skills as outlined in Unit 6 of this course.
- Activities 2, 6, and 7 have designated time for skills development.

Teaching/Learning Strategies

- jigsaw (group analysis of poems)
- dramatic readings by teacher and student
- Socratic lessons

-
- presentation of dramatization, storyboard, or illustration
 - peer editing of individual poems and anthology
 - teacher/student conferencing
 - student selection of poetry, song, prayer, from library and personal sources

Assessment/Evaluation

Diagnostic and Formative:

- checklist to assess oral presentations and dramatization
- rubrics to assess written responses
- conferencing to provide specific feedback on writing
- checklist to assess student performance in group
- self-assessment checklist

Summative:

- anthology of student poems

Resources

Print

- an anthology of poems
- glossary of poetic terms
- prayer book
- The Bible

Computer Software

- wordprocessing programs
- desktop publishing

Videotapes

- music videos (recorded music)

Unit #4

Title: Drama: Speak the Speech

Time: 15 hours (4 additional hours in integrated language/skills development)

Unit Description

In this unit students will actively explore their understanding of how dramatic forms and theatre conventions create meaning. Key to this study will be the students' growing understanding of how the Church's liturgical codes underpin powerful dramatic archetypes. Through a variety of activities, including written responses, dramatic readings, improvisation, viewing, movement, role playing and discussions, students will increase their awareness and respect for themselves in their local community as well as the global community.

Strands and Expectations

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

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

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

Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B, 07P, LI2.01-02P, LI3.01P, WR1.02-04P, WR2.01P; MD1.01B, 02P; MD2.01-02P

Activity Titles (Time and Sequence)

Activity 1	Pre-reading Activities (role playing, reflection, small group discussion, scripture reading)	90 minutes
Activity 2	Trippingly on the Tongue: Reading the Play Dramatically	240 minutes
Activity 3	Stage and Scene Design	150 minutes
Activity 4	Investigating, Analyzing, Improvisation, and Applying Distinct Elements of the Dramatic Form	90 minutes (+60 integrated)
Activity 5	How Does It Feel? Writing in Character	150 minutes (+120 integrated)
Activity 6	Staging a Scene/Adapting a Scene from the Text/Creating a Scene	180 minutes (+60 integrated)

Unit Planning Notes

- Students need to understand the relationship between sound, voice, movement, and the text. Drama study is a collaborative activity. Teachers will select plays from a variety of cultures and traditions.

Teaching/Learning Strategies

- role playing (teacher in role/student in role)
- writing reflection (tell me what you think) to relate play to student experience
- small group/large group discussions
- relating scripture to themes in drama

-
- teacher modelling of readings
 - viewing of videotaped performance
 - using computer graphics/CAD/animation to design set/props/costumes/lighting plots/blocking
 - collaboration to stage scenes from the play
 - peer editing “Writing in Character activity”

Assessment/Evaluation

Diagnostic and Formative:

- writing in character (peer editing process and product)
- teacher assessment of writing (rubrics)
- teacher/student conferences
- checklist for peer and self assessment
- teacher assessment of group dramatization
- grammar rubric
- writing process rubric

Summative:

- content test on application of terms
- dramatic presentation of scene or scenes

Resources

Print

- anthology of short plays
- The Bible

Computer Software

- animation/CAD programme

Unit #5

Title: Non-Fiction: The Medium and the Message

Time: 20 hours (6 additional hours in integrated language/skills development)

Unit Description

In this unit, students will understand three key concepts of the media, make the connection between non-fiction texts, language conventions and target audiences, and demonstrate their understanding of these texts within the context of the social teachings of the Church. They will apply their knowledge and understanding and develop a positive sense of self and respect for others.

Strands and Expectations

Ontario Catholic Graduate Expectations: 1d, 2a, 2c, 3c, 4a, 4b, 4f, 5a

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

Δ

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

Specific Expectations: LI1.01-02P, 03B, 04-05P, 06B; LI2.03P; L13.02P, 03P; WR1.01-04P; WR2.01P; MD1.01B, 02-04P; MD2.02-03P

Activity Titles (Time and Sequence)

Activity 1	Form and Meaning in the Media: Identifying and Connecting Form and Meaning	180 minutes (+60 integrated)
Activity 2	Shaping Our Values: A Deconstruction and Response	120 minutes (+60 integrated)
Activity 3	Media Heroes/Heroines: Biographical Research and Descriptions of Media Heroes/Heroines	180 minutes (+60 integrated)
Activity 4	Celebrating Our Patron Saints: An Oral Investigative Report	240 minutes
Activity 5	Hot Off the Press: Construction of a Group Newsletter or Video Clip	240 minutes (+120 integrated)
Activity 6	Make Your Point: An Argumentative Essay - Convincing an Audience	240 minutes (+60 integrated)

Unit Planning Notes

- The emphasis in this unit is on interactive learning.
- Students should be exposed to a variety of media and information texts.

Teaching/Learning Strategies

- teacher-led discussion on media concepts
- group activity - making connections (purpose/language/audience)
- journal responses to news items
- learning logs as students identify and research
- exploring the Internet and other information servers
- using desktop publishing for newsletter

-
- using videotaping for news item
 - teacher-led discussion about essay format/style

Assessment/Evaluation

Diagnostic and Formative:

- teacher's anecdotal notes
- notebook checklist for concept notes
- checklist for group connections activity

Summative:

- quiz - concepts and connections
- writing process rubric - responses/descriptions
- presentation rubric for investigative report
- self and peer evaluation for newsletter/clip
- argumentative essay rubric

Resources

Print

- newspapers
- magazines
- Compton's Interactive Encyclopedia
- Sample essays

Computer Software

- Internet
- desktop publishing
- wordprocessing

Videotapes

- television news reports

Unit #6

Title: The Writing Process: Sculpting With Words

Time: 25 hours (on-going)

Unit Description

This unit is integrated throughout the course. Students will cultivate language for practical communication, creative expression, and ultimately, as a gift for bearing witness to Christ’s truth. Through the writing process, they will further develop their skills in drafting, editing, revising, and publishing. They will increase their vocabulary, refine their skills in spelling, punctuation, grammar, and usage, and will apply the conventions of standard English in oral and written communication.

Strands and Expectations

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

Strand(s): Writing; Language

Overall Expectations: WRV.01-03P, 04-05B, LGV.01P, 02B

Specific Expectations: LI3.01-02P, WR1.01-04P, WR2.01-04P, WR3.01-07P, WR4.01-02B, 03P, 04B, WR5.01P, 02B, 03P, 04B, 05-06P, 07-16B, LG1.01-04B, 05P, 06-07B, LG2.01-07P, MD1.02P, MD2.02P

Activity Titles (Time and Sequence)

Activity 1	Language About Language: Learning, Exploring, and Practising the Conventions of Standard English, Punctuation, Spelling, and Grammar	240 minutes (on-going)
Activity 2	“Slanguage”: Studying Usage, Colloquialisms, Slang, Technical Jargon, Formal and Informal Expression	120 minutes (on-going)
Activity 3	Writing it “Right”: The Writing Process/Writing for Various Purposes and Audiences in Various Modes (The Report, The Short Expository Essay, The Personal Response)	360 minutes (on-going)
Activity 4	Support What You Say: Using Quotations, Facts, Statistics, Referencing to Support Your Argument	180 minutes (on-going)
Activity 5	Words You Can Use: Enriching/Increasing Vocabulary (Word games to build vocabulary, defining words in context, creating a class dictionary and personal glossary)	180 minutes (on-going)
Activity 6	Finding Your Own Voice: Learning to be a Confident Presenter, an Effective Speaker and an Active Listener	180 minutes (on-going)

Unit Planning Notes

Although the “Writing Process and Language Skills” unit is divided into various discrete categories of activity and skill, it should be approached and delivered holistically. The time allocation for each activity and skill is a guideline only. In addition, diagnostic assessment of learning styles as well as reading, writing, and oral communication skills will be conducted early in order that students’ needs might be addressed and learning styles accommodated.

Teaching/Learning Strategies

Writing as Process:

-
- collaborative learning activities (e.g., peer-editing and revising)
 - use of essay outline planners
 - teacher-directed lessons on points of grammar, usage, Standard English
 - teacher-led discussion and instruction on common writing errors
 - teacher/student conferencing to provide one-on-one instruction and feedback
 - presenting and emulating models of excellent student writing
 - wordprocessing and desktop publishing (drafting, editing, revising, publishing)
 - collaborative writing in small groups

Oral Communication:

- instruction on use of cue cards in oral presentations
- instruction on effective use of voice
- teacher modelling of effective oral communication

Reading:

- small and large group instruction on reading strategies (e.g., skimming, scanning, predicting, discerning cause and effect, inferring)
- reading in small groups (oral and silent reading)
- small group discussions on assigned readings

Assessment/Evaluation**Diagnostic and Formative Assessment****The Teacher:**

- teacher/student conferences to provide feedback on the writing process (roving conferences)
- rubric(s) to assess assigned writings
- checklists to assess small group presentations/oral communication, peer-editing group activities
- diagnostic checklists to assess strengths and weakness in writing

The Student:

- self-assessment checklists to identify strength and weaknesses in writing
- self-assessment checklist to identify idiosyncrasies in the writing process
- peer-editing checklist to provide feedback in the writing process

Summative Evaluation:

- rubrics (criterion-referenced) to evaluate final written products (e.g., reports, short essay, scripts, ISP)
- rubrics to evaluate oral presentations
- tests on knowledge and application of grammar terms

Resources**Texts**

Writing for Success: The Young Writer's Handbook, A Glatthorn
The Teaching of English Usage, R. Pooley

Software

Autoskill
wordprocessing
desktop publishing

APPENDIX A

WRITING ASSESSMENT RUBRIC

HIGH ORDER CONCERNS	50 -59	60 - 69	70 - 79	80 - 100	VALUE
Controlling Idea and Development	<ul style="list-style-type: none"> limited controlling idea limited focus few supporting details limited sequencing limited overall organization 	<ul style="list-style-type: none"> controlling idea is evident focus is evident sequencing somewhat evident some supporting details provided some evidence at organization 	<ul style="list-style-type: none"> controlling idea clearly evident focus clearly evident sequencing clear supporting details evident organization evident 	<ul style="list-style-type: none"> controlling idea highly developed focus highly evident sequencing highly effective supporting details highly evident organization highly effective 	40 %
MIDDLE ORDER CONCERNS					
Voice and Audience	<ul style="list-style-type: none"> limited appropriateness of voice limited appropriateness of tone 	<ul style="list-style-type: none"> voice somewhat appropriate tone somewhat appropriate 	<ul style="list-style-type: none"> appropriate use of voice appropriate use of tone 	<ul style="list-style-type: none"> highly appropriate and effective use of voice highly appropriate and effective use of tone 	20 %
Language and Style	<ul style="list-style-type: none"> limited variety of sentence structure limited appropriateness of diction 	<ul style="list-style-type: none"> some variety in sentence structure diction somewhat appropriate 	<ul style="list-style-type: none"> sentence variety evident diction appropriate 	<ul style="list-style-type: none"> sentence variety highly evident highly appropriate use of diction 	20 %
LOW ORDER CONCERNS					
Mechanics and Grammar <i>(subject/verb agreement, pronoun/antecedent agreement, complete sentences, proper use of modifiers, punctuation)</i>	<ul style="list-style-type: none"> limited accuracy in punctuation limited accuracy in spelling infrequent correctness in grammar 	<ul style="list-style-type: none"> somewhat accurate use of punctuation spelling somewhat accurate grammar sometimes correct 	<ul style="list-style-type: none"> accurate use of punctuation accurate spelling grammar regularly correct 	<ul style="list-style-type: none"> highly accurate use of grammar highly accurate use of spelling grammar almost always correct 	20 %

APPENDIX B

PRESENTATION RUBRIC

HIGH ORDER CONCERNS	50 -59	60 - 69	70 - 79	80 - 100	VALUE
Controlling Idea and Development <i>(Overview)</i>	<ul style="list-style-type: none"> • limited clarity in introduction • limited sequencing of ideas • limited supporting evidence • limited overall organization 	<ul style="list-style-type: none"> • introduction somewhat clear • sequencing somewhat clear • some supporting evidence • some evidence of organization 	<ul style="list-style-type: none"> • considerable clarity in introduction • sequencing clear and effective • considerable supporting evidence • organization evident 	<ul style="list-style-type: none"> • high degree of clarity in introduction • highly clear and effective sequencing • highly effective use of supporting evidence • organization evident and highly effective 	50 %
MIDDLE ORDER CONCERNS					
Language and Voice	<ul style="list-style-type: none"> • limited adherence to standard English • limited variance in vocabulary • limited variation in tone • limited voice projection 	<ul style="list-style-type: none"> • some adherence to standard English • some variance in vocabulary • some variation in tone • some voice projection 	<ul style="list-style-type: none"> • considerable adherence to standard English • considerable variance in vocabulary • considerable variation in tone • considerable voice projection 	<ul style="list-style-type: none"> • high degree of adherence to standard English • high degree of variance in vocabulary • high degree of variation in tone • high degree of voice projection 	30 %
LOW ORDER CONCERNS					
Audio - Visual Aids <i>(posters, collages, overheads, slides, videos, recordings)</i>	<ul style="list-style-type: none"> • limited effectiveness 	<ul style="list-style-type: none"> • some effectiveness 	<ul style="list-style-type: none"> • considerable effectiveness 	<ul style="list-style-type: none"> • high degree of effectiveness 	20 %

APPENDIX C

SELF-EVALUATION

Evaluate your involvement.
0-2 represents limited performance in an area. 9-10 represents excellence.
Check a box in each section.

<i>Evaluate your involvement.</i>	0 - 2	3 - 4	5 - 6	7 - 8	9 - 10
Listened to/reviewed instructions					
Followed instructions					
Stayed on task					
Communicated effectively with others					
Contributed to organization through note taking/charting					
Contributed to research/gathering information					
Demonstrated effort					
Contributed to communication/delivery of information					
Contributed to making connections					
Respected other groups					
<i>What did I learn?</i>					TOTAL: /100
1. Strengths:					
2. Weaknesses:					

APPENDIX D

GROUP ACTIVITY CHECKLIST

GROUP NUMBER/NAMES	INTERDEPENDENT TEAM MEMBER	LISTENS TO/REVIEWS INSTRUCTIONS	FOLLOWS INSTRUCTIONS	STAYS ON TASK	COMMUNICATES EFFECTIVELY	ORGANIZES THROUGH NOTE TAKING/CARTING	RESEARCHES/GATHERS INFORMATION	DEMONSTRATES EFFORT	COMMUNICATES/DELIVERS MATERIALS IN ORAL/WITTEN FORM	MAKES CONNECTIONS	RESPECTS OTHER GROUPS	TOTAL /100
1.												
2.												
3.												
4.												
5.												
6.												
7.												