



The Bishop Strachan School  
Department Name: English

**Course Title: English**

**Grade Level: 9**

**Ministry Course Code: ENG1D**

**Teachers' Names: Anna Booth and Connie Green**

**Developed by: Anna Booth, Annette Chiu, Connie Green**

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**Developed from: The Ontario Curriculum Grades 9 and 10, 2007 English**

**Texts:**

*Themes on the Journey* (poetry anthology)

*Elements of English 9*

*Delete The House on Mango Street*

*Romeo and Juliet*

*Lord of the Flies* or another text yet to be determined

*Pocket Style Manual, 5<sup>th</sup> Ed.*

**Prerequisite: English, Grade 8**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

## Overall Curriculum Expectations

### **Oral Communication (O)**

1. **Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. **Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

### **Reading and Literature Studies (R)**

1. **Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
2. **Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. **Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

### **Writing (W)**

1. **Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. **Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. **Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. **Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

**Media (M)**

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;
2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

**Instructional Hours Summary**

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Tamakwa Experience	2	3			5
2. Voices in Short Fiction	18				18
3. The Poetic and Reflective Voices	13				13
4. Shakespeare's Dramatic Voice	22	2		1	25
5. The Voice of Oneself and Others	11	1			12
6. Divided Voices	21				21
7. The Reflective Voice	11		3	2	16

**Unit Descriptions****Unit 1 – Tamakwa Experience**

As preparation for the all-grade integrated field trip to Tamakwa, students focus on the ways in which writers create a vivid setting and how readers react through all senses to setting. Students will craft original written pieces with an emphasis on setting and articulate their own sensory responses to other writers' works. During their stay in Algonquin Park, students will keep a journal of sensory details to be used afterwards in the construction of an individual project; students will have their choice of assignment from a list based on the multiple intelligences.

## **Unit 2 – Voices in Short Fiction**

Together and independently, students read varied selections of short fiction to examine common elements and themes. Discussions will include the issue of stewardship as applied to the characters in some pieces. Students will: use appropriate reading strategies; develop an understanding of the elements of short narrative; acquire a vocabulary of literary terminology; and investigate, discuss and analyze representative short fiction. They will demonstrate understanding through oral discussion in large and small group work as well as through personal responses and an independent reading and response project. Formal analytical writing will develop through expository paragraph construction.

## **Unit 3– The Poetic and Reflective Voices**

Students explore lyric and narrative poetic forms, identify poetic devices and figurative language, and develop strategies for understanding theme. An appreciation for the genre and enjoyment of poetry is also emphasized through students trying their hand at writing and presenting original poetry portfolios.

## **Unit 4– Shakespeare’s Dramatic Voice**

As a class students will explore *Romeo and Juliet* through reading and dramatization activities, as well as through study of film and audio interpretations of the play. Students will attend a live production of the play performed by the Classical Theatre Project. The emphasis will be on developing an understanding of the Elizabethan text, analyzing dramatic techniques to develop greater comprehension of theme and character, and developing a vocabulary of literary terminology. Some emphasis will be placed on interpretation of text and effective use of quotations in analytical writing. Students will write a supported-opinion essay at the conclusion of the unit. Opportunities for creative response and oral activities will also be provided.

## **Unit 5 – The Voice of Oneself and Others**

As part of the integration program with Geography and Science, students explore the background and issues of the First Nations people in Canada. Students will hone their research skills and will have the opportunity to engage in role plays and to develop character voices. Culminating activities may include: story board, script, short story and/or video.

## **Unit 6 – Divided Voices**

This unit is a close reading of either the classic text *Lord of the Flies* by William Golding, or a comparable novel. Students will apply critical thinking skills and knowledge of literary technique, specifically symbolism and allegory, to explore the central themes of the novel. In addition, students may write descriptive paragraphs and persuasive speeches in response to the novel. Students will demonstrate understanding through group discussion work, small assignments, and effective essay writing.

## **Unit 7 – The Reflective Voice**

In this unit students review sound reading strategies, research print and electronic sources, make effective notes, and learn basic principles of argument and debating procedures. They will apply these skills in the crafting and delivery of a formal, oral presentation, a key component of this year’s summative.

## Teaching/Learning Strategies

Lecture	Brainstorming	Independent study
Reading	Group work	Film clip critique
Structured discussion	Debate	Self analysis
Role play	Forum	Peer analysis
Work sheets	Research project	Teacher analysis
Use of models/exemplars	Informal oral presentations	Literature circles

## Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Tests	Projects	Classroom Discussion	Teacher anecdotal records
Journals	Portfolio	Self-evaluation	Teacher log
Exam	Presentations	Peer evaluation	Checklists
Graphic Organizers	Essays	Learning Log	Rubrics
	Role-playing		

## Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1. Tamakwa Experience: 5	W1-4 M2, 3	Creative Sensory Detail Assignment
	2. Voices in Short Fiction: 18 hours	O1-3 R1-4 W1-4 M1-3	Short fiction sight comprehension test
			Expository Paragraph
			Reading and Response Project
	3. The Poetic and Reflective Voices: 13 hours	R1-4 W1, 3, & 4	Poetry Analysis Test
			Poetry Portfolio
4. Shakespeare’s Dramatic Voice: 25 hours	O1-3 R1-4 W1-4 M1-4	Content Quizzes	
		Crest Project	
		Supported-Opinion Essay	
5. The Voice of Oneself and Others: 12 hours	O1-3 R1-4 W1-4 M1-3	Choice of story board, script, short story and/or video	
6. Divided Voices: 21 hours	O1-3 R1-4 W1-4 M1-4	Test	
30%	7. The Reflective Voice: 16 hours	O1-3 R1, 2, & 4 W1-4	Annotated Bibliography
			Formal analytical essay
			Persuasive speech and round table discussion
			Total

### Course Resources

Texts:

- Barry, James, ed. *Themes on a Journey*.
- Hilker, Douglas, and Sue Harper, Eds. *Elements of English 9*.
- Romeo and Juliet* . Oxford University Press
- Shakespeare Set Free*. Folger’s Library (teacher’s resource)
- Golding, William. *The Lord of the Flies*. Faber and Faber, 1954.
- various independent novels from Summer and Spring Break required reading
- Dean, Nancy. *Voice Lessons*, 2000. (teacher’s resource)

Web sites :

- Rhyming dictionary** - <http://rhymezone.com/>
- Literary Terms glossary** - [http://www.galegroup.com/free\\_resources/glossary/](http://www.galegroup.com/free_resources/glossary/)

Films:

*Romeo and Juliet*. Dir. Franco Zeffirelli. 1971  
*Romeo and Juliet*. Dir. Baz Luhrmann .1996

**Achievement Chart – English, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., forms of text, reading and writing strategies, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes; uses of literary devices)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, gathering information, generating ideas, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, critical/creative analysis, invention, research)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes (e.g., to inform, to express an opinion) in oral, visual, and written forms, including media forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, style, usage), vocabulary, and terminology of the discipline in oral, visual, and written forms, including media forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., within the discipline; between disciplines; between personal experience and the world outside school)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness