



Ontario eSecondary School Course Outline 2023-2024

Ministry of Education Course Title: English, Grade 9, Academic	
Ministry Course Code: ENG1D	
Course Type: Academic	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: English	
Course developed by: Brittany Bosch	Date: December 1, 2019 Revised: January 19, 2021
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none"> 1. <i>English, The Ontario Curriculum, Grades 9 and 10, 2007, (revised)</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i> 	

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

By the end of this course, students will:

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

By the end of this course, students will:

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

By the end of this course, students will:

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 Studies

By the end of this course, students will:

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.

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Short Stories	30 hours
Unit 2: Media Literacy	20 hours
Unit 3: Twelfth Night	20 hours
Unit 4: Novel Study: We Were Liars	22 Hours
Unit 5: Poetry	11 Hours
Unit 6: Culminating Activity	5 Hours
Final Exam	2 hours
Total	110 Hours

UNIT DESCRIPTIONS

UNIT 1: Short Stories

In this unit, students will explore the components of short stories and the tools writers use to establish their plot, characters, and themes. Students will analyze short stories throughout this unit and engage in the analysis process ultimately finding deeper meaning from the texts they read and making connections.

UNIT 2: Media Literacy

In this unit, you will learn about media literacy and applying elements of media education to the medium of advertising. You will view, with a critical lens, different examples of print and digital advertising. You will learn the importance of media literacy in the digital age and analyze advertising for topic, purpose audience, and persuasive techniques. The unit will culminate in a persuasive essay and analytical presentation demonstrating what you have learned.

UNIT 3: Twelfth Night

Students will study William Shakespeare's *Twelfth Night*, using the original text and modern versions to analyze and discuss important themes, points of plot, characters, and quotations. Students will question the reason and motives behind actions and words in the play and determine the messages behind the comedy of chaos and deception. Students will be evaluated on their ability to analyze the play in a news article and two unit tests.

Unit 4: Novel Study: We Were Liars

Students will study the psychological thriller *We Were Liars* by E. Lockhart, building on their active reading strategies and analytical skills. Students will be asked to evaluate and make connections with the text and themselves, other texts, and the world around them. Students will also begin to incorporate secondary research in their study of a novel to foster deeper understanding of the characters, plot, and themes in the text. Students can expect to use planning organizers, the retell, relate, reflect framework for active reading, and paragraph responses to important quotations. Students will further develop their critical analysis skills by presenting their evaluation of the author's message in the book.

Unit 5: Poetry

In this unit, students will navigate the deconstruction and analysis of a variety of poems. Students will learn about the different poetic devices used in poetry and how to use those devices to understand meaning. In this foundational unit, students will build their skills by identifying devices and discussing meaning in poems.

Unit 6: Culminating Activity

Students will complete the culminating activity. Students will choose from a wide variety of novels varying in level, topic, and genre. Students will demonstrate active reading strategies while they read, evaluating the novel and making connections. Students will demonstrate their understanding of the writing process,

where they will incorporate skills and strategies learned in the course, by writing a five-paragraph persuasive essay. Students will also create a presentation video, persuading their audience of their book's merit in a persuasive manner.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

Journals provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g., interviews and from essays that build towards and prepare students for the end-of-course culminating task in Unit Six. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks, i.e. check bricks; teacher-adapted generic rubrics available in many sources, including the *Ontario Secondary School Literacy Course (OSSLC) Profile*, so that they are more task-specific. The teacher might ask: "What does the criteria look like for this particular task?" Or "What does limited effectiveness look like?" The teacher could involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool that can support the writing process and practice.

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums

- ☐ Diagnostic tests and writing tasks
- ☐ Personal writing
- ☐ Outlining and planning sheets
- ☐ Completed Templates & Graphic Organizers
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Creative Writing & Story Development
- ☐ Tests & Exam
- ☐ Essay Writing
- ☐ Evaluations

EVALUATION

The final grade will be determined as follows:

- ☐ Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Exam (3.75K, 3.75T, 3.75C, 3.75A)	15
Culminating Project (4.2K, 4.2T, 3.1C, 3.5A)	15

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1: Short Story Analysis Assignment	Using what they learned about active reading and the process of text analysis, students will complete an analysis of a new short story, focusing on a portion of key components.	K, T, C, A	7
Unit 1: Audiobook Short Story Listening Test	Students complete an Audio Short Story Unit Test on narrative components, showing knowledge and understanding of the elements of a short story after listening to a story orally and answering a series of questions that demonstrate thinking and inquiry.	K,T,C,A	7
Unit 2: Persuasive Essay	Students demonstrate their learning of media literacy and media education in writing a Persuasive Essay on a chosen topic.	K, T, C, A	8
Unit 2: Discussion Response #2	Students will discuss media literacy and education as they focus on the role advertising plays in society.	K,T,C,A	4
Unit 2: Messages in Media Presentation	Students will use their learned skills and the feedback given from the course to complete a presentation on an ad.	K, T, C, A	9
Unit 3: Unit Test 1 (Acts 1-2)	Students will demonstrate understanding of the play's key ideas as well as discuss the themes present in the play.	K, T, C, A	4
Unit 3: Unit Test 2 (Acts 1-2)	Students will demonstrate understanding of the play's key ideas as well as discuss the themes present in the play.	K, T, C, A	4
Unit 3: News Article	Students will demonstrate their understanding of events and characters in the play as well as use of quotations and news article structure. This assignment will help prepare them for the OSSLT.	K, T, C, A	5
Unit 4: Quotation Response 3 and 4	In these two written assignments, students will select from a list of novel quotations and write a response analyzing the ideas and discussing importance in meaning.	K, T, C, A	10
Unit 4: Fairy Tale Analysis Assignment	Students will present their analysis of one of the fairy tales present in the novel. Students will use their analytical skills to assess and evaluate the meaning and significance of the fairy tale to the events and characters in the story.	K, T, C, A	6
Unit 5: Poetry Analysis Assignment	Students will apply their close reading and analytical skills to annotating and deconstructing poetry. Students will identify poetic devices to use them as evidence to support their analysis of the main ideas in the poem.	K, T, C, A	6

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Culminating Activity	Students will demonstrate their critical thinking, active reading and analytical skills learned in the course in an independent reading of a novel. Students will write a persuasive essay on a topic in the novel and present a creative speech of one of the main points.	K, T, C, A	15
Final Exam	An exam to cover the major units studied through this course. The exam will consist of multiple choice questions, paragraph responses, poem annotation, and a 5 condensed 5 paragraph expository essay.	K, T, C, A	15

AFL/AAL/AOL TRACKING SHEET**Unit 1: Short Stories**

AAL	AFL	AOL
Tips for success in an academic English classroom	Grammar diagnostics (Various)	Short story analysis assignment
Criteria for quality English assignments	Literary Devices diagnostic	Audio Short Story Test
Story analysis exemplar	Lesson video worksheet	
Hero's journey lesson worksheet	Reading activities (all short stories)	
Freytag's pyramid exemplar	Grammar studies	
Freytag's pyramid handout	Short story analysis graphic organizers (all stories)	
Characterization questions	Discussion posts	
Character Sketch Paragraph		
Plot Diagram		

Unit 2: Media Literacy

AAL	AFL	AOL
Anticipation guide	Discussion post 1	Persuasive essay assignment
Introduction to media literacy	Expository writing activities	Discussion post 2
Lesson video notes	Grammar studies	Media presentation
Persuasive techniques handout	Graphic organizers for ad analysis	

Unit 3: Twelfth Night

AAL	AFL	AOL
Dramatic terms diagnostic	Act summary organizers (5)	Unit test 1
Act question worksheets (5)		Unit test 2
		News article

Unit 4: Novel Study: We Were Liars

AAL	AFL	AOL
Reading organizers (parts 1-5)	Research activities (2)	Quotation responses 3 and 4
Erikson's stages handout	Quotation response 1 and 2	Fairy tale analysis presentation
	Fairy tale analysis 1, 2, and 3	

Unit 5: Poetry

AAL	AFL	AOL
Poetic terms research activity	Nothing Gold Can Stay analysis paragraph	Poetry analysis assignment
	Poem deconstruction practice #1	
	Poem deconstruction practice #2	

Finals

AOL
Culminating Activity- Essay and Presentation
Final Exam

CONSIDERATION FOR PROGRAM PLANNING**PLANNING ENGLISH PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

THE ROLE OF TECHNOLOGY IN THE ENGLISH PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local

classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.