



Ontario eSecondary School Course Outline 2023-2024

Ministry of Education Course Title: English, Grade 9	
Ministry Course Code: ENL 1W	
Course Type: De-streamed	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: English	
Course developed by: Brittany Bosch	Date: September 1st, 2023
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: <ol style="list-style-type: none">1. English, The Ontario Curriculum (2023)2. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)3. Learning for All (2013)	

COURSE DESCRIPTION/RATIONALE

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

OVERALL CURRICULUM EXPECTATIONS

A. Literacy Connections and Applications

A1. Transferable Skills

demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

B. Foundations of Language

B.1 Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

B.2 Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

B.3 Language Conventions for Reading and Writing

demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

C. Comprehension: Understanding and Responding to Texts

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

D. Composition: Expressing Ideas and Creating Texts

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

D.2 Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

D.3 Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Practical Literacy Skills (15 hours)	15 hours
Unit 2: For the Love of Reading (28 hours)	28 hours
Unit 3: Connections with Media	20 hours
Unit 4: We Are All Different	25 Hours
Unit 5: Culminating Activity	20 Hours
Final Reflection	2 hours
TOTAL	110 Hours

UNIT DESCRIPTIONS

UNIT 1: Practical Literacy Skills

In this unit, students will explore practical literacy skills by learning about the structure of paragraph and essay writing, the drafting process, and oral and non-verbal communication skills. Students will also review key grammar concepts and vocabulary building to enhance their communication skills. Students can expect to take notes, learn about active listening and reading skills for effective input strategies and use writing and speaking strategies to receive feedback and improve on their learning.

UNIT 2: For the Love of Reading

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 3: Connections with Media

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 4: We are all Different

In this unit, students will explore the components of short stories and the tools writers use to establish their plot. Students will learn about people who have different lived experiences. 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 5: Culminating Activity

Students will complete the culminating activity. Students will read *Moon of the Crusted Snow*. 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 thematic responses. Students will also create a book review, persuading their audience of their book's merit in a persuasive manner. Finally, students will record a podcast to present their thoughts on the book.

UNIT 6: Final Reflection

Students will reflect on their learning in ENL1W. Responding to a number of questions, students will formulate their responses and then present their responses to their instructor.

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 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. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) 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, 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 learning skills also occurs regularly through unobtrusive teacher observation and conferencing.

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. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- Discussion forums
- Diagnostic tests and writing tasks
- Completed templates and graphic organizers
- Video assignment
- Reflections
- Oral presentations & active listening
- Short answer questions
- Long answer questions
- Reflections
- Drawings / diagrams / sketches / schematics - creating, labeling, and analyzing
- Design projects and reports
- End of unit conversations/ reflections (Google meets)
- End of unit Poodll (1 minute speech recording)

EVALUATION

The final grade will be determined as follows:

- 70% 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.
- 30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on evidence from a final project and final exam, both comprehensive of the course. The final evaluation is an opportunity for the student 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)

TERM WORK EVALUATIONS (70%)

Evaluation Item	Description	Category	Weight
Unit 1		K, T, C, A	
Unit 1	Paragraph Writing Assignment	K, T, C, A	7.5
Unit 1	End of Unit Evaluation	K, T, C, A	10
Unit 2	Quotation Response #4	K, T, C, A	7.5
Unit 2	Final Evaluation Task Written	K, T, C, A	5
Unit 2	Final Evaluation Task Oral	K, T, C, A	5
Midpoint of the course			
Unit 3	Persuasive Essay Assignment	K, T, C, A	10
Unit 3	Discussion Post	K, T, C, A	5
Unit 3	Messages in Media Presentation	K, T, C, A	10
Unit 4	The Hockey Sweater Worksheet	K, T, C, A	10

FINAL EVALUATIONS (30%)

Evaluation Item	Description	Category	Weight
Final Project	Culminating Activity	K, T, C, A	30

Weight	
Course Work	70
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
Final	30
Culminating Project	30

AFL/AAL/AOL Tracking sheet:

Unit 1: Practical Literacy Skills

AAL	AFL	AOL
Grammar diagnostic	Active Reading Task	Paragraph Writing
Writing diagnostic	Common and Proper Nouns	Final Essay Good Copy
The Writing Process	Expository Writing Lesson	
End of Unit Learning Log	Sentence Structure Worksheet	
End of Unit Video Reflection	Final Essay Rough Work	

Unit 2: For the Love of Reading

AAL	AFL	AOL
Unit 2 Reflection journal	Reading organizers (parts 1-5)	Quotation responses
Learning Log	Quotation response	End of unit evaluation
	Grammar Studies	

Unit 3: Connections with Media

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

Unit 4: We Are All Different

AAL	AFL	AOL
Lesson materials and exemplar	Analysis worksheet and discussion post	
Storytelling Podcast	Telling Our Twisted Histories: Reconciliation Worksheet	
<i>I Am a Man With Down Syndrome and My Life Is Worth Living</i> . Discussion Post	Becoming Me Questions	
The Hero’s Journey Lesson Worksheet	Article Discussion Post	
Reading Activities worksheet for “Kath and Mouse”	Short Story Analysis Chart: “Kath and Mouse”	The Hockey Sweater Worksheet

Unit 5: Culminating Activity

AAL	AFL	AOL
Survival and Timeline Activity	Moon of the Crusted Snow: Novel Study Package	Post -Reading Thematic Questions
End of Unit-Learning Log		Moon of the Crusted Snow: Book Review
		Podcast Assignment

Unit 6: Final Reflection

AAL	AFL	AOL
		Final Reflection and Presentation with Instructor

CONSIDERATION FOR PROGRAM PLANNING

PLANNING 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 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.