

Course Profile

English

Grade 9
Academic

• *for teachers by teachers*

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Unit #1: Narrative Forms and Voices

Time: 25 hours

Unit Developers: Linda May Bell, Laura Cannon-Sherlock, Karen Fraser, Larry Hincks, Peggy Raeburn-Bell, Wilf Smith, Margaret Young

Development Date February – April 1999

Unit Description

The students will develop an understanding of the conventions of narrative literature and language. The students will read and study a range of short narratives, including short stories, novellas, narrative poetry, myths, legends, short animated films, and short feature films. The students will use their knowledge of the elements of narrative, such as plot, character, setting, conflict, theme, and atmosphere, to understand and interpret narrative texts. The students will record their thoughts, ideas, and feelings in a variety of personal and interactive responses, and will create and share their own narratives. The students will write descriptive and expository paragraphs, thus providing a foundation for writing the five-paragraph essay. On-going personal reading and writing are essential for students to develop mature communication skills.

Strands and Expectations

Strands:	Literature Studies and Reading, Writing, Language, and Media Studies
Overall Expectations:	LIV.01D, LIV.02D, LIV.03B, WRV.02D, WRV.03D, WRV.05B, LGV.01D, LGV.02B, MDV.01D, MDV.02D
Specific Expectations:	LI1.02D, LI1.02B, LI1.03B, LI1.05D, LI1.06B, LI2.01D, LI2.02D, LI3.02D; WR2.02D, WR3.01D, WR3.02D, WR3.05D, WR4.02B, WR5.04B, WR5.05D, WR5.06D, WR5.07B, WR5.08B, WR5.09B, WR5.10B, WR5.11B, WR5.14B, WR5.15B, WR5.16B; LG1.01B, LG1.02B, LG1.05D, LG1.07B, LG2.02D, LG2.07D; MD1.02D, MD2.01D.

Activity Titles

Activity 1	Introduction to Narrative Form	225 minutes
Activity 2	The Structure of Narrative Fiction	225 minutes
Activity 3	Setting and Mood: “It was a dark and stormy night...”	150 minutes
Activity 4	Narrative Point of View	225 minutes
Activity 5	Characterization: A Blueprint for Character	150 minutes
Activity 6	Themes in Narrative Fiction	150 minutes
Activity 7	The Whole Picture	75 minutes
Activity 8	Create Your Own Narrative	300 minutes

Unit Planning Notes

The teacher needs to develop a collection of short narratives, such as ballads, media works, music videos, and short films. The teacher-librarian will prove invaluable as a co-planner and co-developer of this unit.

Prior Knowledge Required

The Ontario Curriculum Grades 1–8: Language outlines the principles of Response Journals and co-operative learning principles, and an understanding of print and electronic thesauri and dictionaries.

Teaching/Learning Strategies

Because students learn in a variety of ways, teachers must accommodate various learning styles in their teaching. For the academic level student, approaches should be more abstract than concrete. Students must be given the opportunity to work independently, with partners, in small groups, and with the whole class. There should be a range of activities to provide students with optimal opportunities to develop their language skills. The traditional practices of teacher lecture or instruction, the Socratic lesson, and whole class discussion should be complemented with opportunities for brainstorming, experimenting, discussing, debating, interviewing, researching, writing, role playing, dramatizing, designing, and constructing. In the English classroom, the use of personal and interactive Response Journals should play an important part of helping students to identify and develop their ideas for writing and discussion and their awareness of their own learning.

Assessment/Evaluation

Teachers must develop and utilize a full repertoire of evaluative tools and strategies, including checklists, rubrics, exemplars, criteria-referenced tests, quizzes, examinations, portfolios, collections, performance-based tasks, and assignments, in order to measure the students' achievements against the course expectations.

Both formative and summative evaluation must be used to enhance student learning and to ensure fair evaluation. All evaluation procedures must include opportunities for learning. Students must be given opportunities for peer- and self-evaluation, and for the design of evaluation criteria.

Accommodations in assessment are necessary to ensure that the assessment accurately measures student learning. Accommodations are appropriate for exceptional pupils and students for whom English is a second language. Assessment tools and strategies should reflect a sensitivity to the cultural diversity within the English classroom.

Resources

- National Film Board of Canada, C.B.C., TVO web site, Clio Awards
Barry, J. (Ed.) Coast to Coast Stories, Poetry, Non-fiction and Drama. Toronto: Nelson Canada, 1995. ISBN 0-17-604-704-2
Canadian Oxford Dictionary. Don Mills: Oxford University Press, 1999. ISBN 0-19-541120-X
Geddes, G. (Ed.) Art of Short Fiction. Toronto: Addison Wesley Longman, 1993. ISBN 0-00-647424-1
Moss, D., and T. Goldie. (Eds.) An Anthology of Canadian Native Literature in English. Toronto: Oxford University Press, 1992.
Perreault, J., and S. Vance. (Eds.) Writing the Circle/Native Women of Western Canada. Edmonton: Newest Publishers Ltd., 1993. ISBN 0-920897-882
Transparencies for Writing: Literature: The English Tradition. Englewood Cliffs, NJ: Prentice Hall, 1991. ISBN 0-13-981929-0

Activity #1: Introduction to Narrative Form

Time: 225 minutes

Description

This introductory activity is a diagnostic tool to assess students' prior knowledge of the narrative form. Information from this activity will enable the teacher to determine the focus of activities in this unit and individual student's needs for remediation, consolidation, and/or enrichment. The students will enhance their appreciation of the narrative by examining its historical origins and critically assessing its purpose and relevance.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, and Language

Overall Expectations:

At the end of Grade 9 students will:

- L1V.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role playing, and reporting/presenting information for specific purposes and audiences.

Specific Expectations:

Students will:

- LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of the literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
- LI2.02D - use elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view to understand and interpret examples of the genre;
- LI1.05D - analyze information, ideas, and elements in texts to make inferences about meaning;
- WR3.05D - structure expository paragraphs using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
- LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinion of others; ☞
- LG2.07D - analyze their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance.

Planning Notes

- The teacher will determine parameters for classroom management and course expectations.
- Teachers and students will collect stories that reflect the diversity of Ontario's students for the reading collection.
- Teachers will provide an organizer chart that includes the following elements: plot, characterization, setting, conflict, theme, mood, and point of view.

Plot	Characterization	Setting	Conflict	Theme	Mood	Point of View
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Prior Knowledge Required

- The students will have met expectations as outlined in The Ontario Curriculum Grades 1–8: Language.
- The students will have an understanding of and experience with co-operative learning.

Teaching/Learning Strategies

1. At the outset of this unit, the teacher will clearly establish parameters regarding classroom management and course expectations (e.g., policies regarding late assignments, attendance procedures, resources or materials for class, the course outline, assessment and evaluation practices, personal Response Journals, learning logs, writing portfolios, notebooks, and other departmental policies).
2. As a means of initiating class discussion about this unit, sketch a mind map on the board with the word “narrative” as the focus. Then ask students to respond to the question: What is a narrative? Responses may include a short story, a legend, a myth, a ballad, a novella, an operetta, and/or a stained glass window. The students should have the opportunity to respond to and express their ideas constructively, building on the ideas of others. This initial discussion may be used as a

means of establishing the courtesies for class discussion (i.e., the need for a supportive atmosphere, attentive listening, constructive interaction, tact and diplomacy, and the need to support responses appropriately).

3. In order to establish a definition of “narrative,” the teacher will ask the students to refer to the mind map and respond to the following questions: What conclusions can be drawn about what is a “narrative”? What ideas justify these conclusions? What is the relationship between these different forms of narrative? Using their responses to the questions, the teacher will guide the class to write a definition of narrative. The teacher needs to remind the class that definitions are constantly evolving; therefore, literary critics’ definitions of narrative may also vary.
4. How did the short narrative form evolve? Discuss how stories reflect our human experience. How do they depict human nature? Why have stories been passed down in oral and written traditions? To stimulate students to make a connection between their definition of the narrative and the collective human experience, ask students to respond in their Response Journals to the quotation “Today we live, but by tomorrow, today will be a story. The whole world, all human life, is one long story.” (Isaac Bashevis Singer)
5. So that the students will have an opportunity to enhance their understanding of the narrative form, the teacher will provide a rich, diverse collection of stories for students’ daily reading. Teachers and students will add stories that reflect the diversity of Ontario’s students for the Reading Collection.
6. The students will listen to a short story, review briefly the definitions of the narrative elements, then complete the elements of the story organizer. The students will create a glossary of literary terms, either in their notebooks or on disk, which will be developed during the course. The first entry will be a definition of the term “narrative.”
7. The teacher will explain the principles of group work: how each student must be an active participant; how to express and listen to ideas within a group; how to deal with conflict within a group; how to organize and prepare material for presentation. The students will be given a group evaluation check list, and the teacher will explain the specific criteria for peer evaluation, answering any questions that may be raised. This modelling of evaluation is the first step towards teaching students how to establish objectives and assessment procedures.
8. The teacher will organize the students into groups of three, giving each group a story and an organizer. All students will read the story silently, then complete the organizer co-operatively.
9. Members of each group will read their story aloud, act it out for the class, or present it in a series of tableaux. They will submit a completed organizer for teacher evaluation.
10. The class will briefly discuss each group’s presentation and organizer.
11. Using a group-evaluation check list, group members will evaluate the strengths and weaknesses of their presentation, and how effectively the group members worked together.
12. The teacher will explain to the students that the following activity is a diagnostic activity to help focus their unit of study on narrative structure.
13. Each student will select a story from the Reading Collection and complete an organizer. The student will independently write a paragraph summarizing the story, indicating what the story reveals about the human experience and where the story fits in literary history. This will be submitted for teacher evaluation. Students will need to review the components of the expository paragraph (i.e., a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence).

Assessment/Evaluation

1. Formative: - teacher’s observation notes on class participation
- peer group-work evaluation check list (LG2.02D)
2. Diagnostic: - knowledge of narrative elements from the initial exercise using the story organizer
- assessment of writing skills based on paragraph
- assessment of group’s completed story organizers

Resources

- Appleford, D. (Ed.) SF: Inventing the Future. Agincourt: Books Society of Canada, 1972. ISBN 0-7725-5065-4
- Barton, B., and D. Booth. Stories in the Classroom: Storytelling, Reading Aloud and Roleplaying with Children. Markham: Pembroke Publishers, 1990. ISBN 0-435-08527-1
- Bemister, M. Thirty Indian Legends of Canada. Vancouver: J.J. Douglas, 1973. ISBN 0-88894-025-4
- Booth, D., and C. Thornley-Hall. (Eds.) Classroom Talk. Markham: Pembroke, 1991. ISBN 0-435-09596-4
- Ellsworth, B., and A. Keller. (Eds.) English Simplified Canadian. Toronto: Addison Wesley Longman, 1996. ISBN 0-673-99962-9
- Fisher, D., and S. Jeroski. Voices 1: Contemporary Short Fiction. Toronto: Oxford University Press, 1993. ISBN 0-19-540887-X
- Fisher, D., and S. Jeroski. Voices 2: Contemporary Short Fiction. Toronto: Oxford University Press, 1993. ISBN 0-19-540888-8
- Gordon, J. Fiction: The Elements of the Short Story. Illinois: National Textbook Co., 1999. ISBN 0-8442-5991-8
- Hargreaves, H. North By Two Thousand: A Collection of Canadian Science Fiction. Toronto: Peter Martin, 1975.
- Hayakawa, S. Language In Thought and Action. 3rd ed. New York: Harcourt Brace Jovanovich Inc., 1972. ISBN 0-15-550118-6
- Hill, K. Glooscap and His Magic: Legends of the Wabanaki Indians. Toronto: McLelland and Stewart, 1973. ISBN 0-89845-479-4
- Kooy, M. (Ed.) Reading Response Logs. Markham: Pembroke, 1996. ISBN 0-435-07208-0
- Moss, S. (Ed.) The World's Shortest Stories. Santa Barbara, CA: Fithian Press, 1995. ISBN 1-880284-11-1
- Norton, S., and B. Green. The Bare Essentials, Form A. Canada: Harcourt Brace and Co., 1996. ISBN 0-7747-3361-6
- Roman, T. (Ed.) Voices Under One Sky: Contemporary Native Literature: Reflections and Fiction & Non-Fiction. Scarborough: International Thomson Publishing Nelson Canada, 1994. ISBN 0-89594-720-X
- School Achievement Indicators Program: Report on Reading and Writing Assessment 1998. Toronto: Council of Ministers of Education, Canada, 1999. ISBN 0-88987-116-7
- Tesenga, S., and M. Bell. Character, Plot, and Setting: Contemporary English Modules. Morriston, NJ: Silver Burdett, General Learning Corp., 1975.

Web Sites

- <http://www.teachers.net>
<http://www.lessonstop.org>
<http://www.microsoft.com/education/k12/classroom/>

Accommodations

1. The teacher could pair successful students as peer mentors to assist those needing remediation and consolidation of skills and to assist with reading/writing tasks.
2. Using a variety of multicultural stories will assist students for whom English is a second language.
3. The teacher could provide an audio recording of the story provided by a parent or community volunteer, or the story could be read in choral reading fashion to role-model pronunciation and pace for students for whom English is a second language.
4. A diagnostic check for knowledge and understanding of content would be appropriate for students for whom English is a second language or who are language impaired.
5. The teacher and student could provide a variety of short stories at various reading levels for the Reading Collection to accommodate exceptional pupils and students for whom English is not the first language.

Activity #2: The Structure of Narrative Fiction

Time: 225 minutes

Description

The students will review the structure of narrative plot and the following literary terms: introduction, inciting incident, conflict, crisis/es, climax, dénouement, and resolution. Students will apply this structure to a variety of narrative forms. Students will recognize that plot structures vary and that these variations represent the diversity of human existence.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions.

Specific Expectations:

Students will:

- LI1.06D - use specific evidence from a text to support opinions and judgements;
- LI2.02D - use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre; ¶
- WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
- WR5.08B - make compound subjects agree with verbs in simple and compound sentences;
- WR5.15B - use punctuation correctly;
- LG2.07D - analyze their own and others' oral presentations to identify strengths and weaknesses;
- MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- The teacher will need to develop, in co-operation with students and the teacher-librarian, a collection of several short stories which includes a variety of plot structures.
- This activity may be enriched by making cross-curricular links with teachers from other subject areas.

Prior Knowledge Required

- The Ontario Curriculum Grades 1–8: Language.

Teaching/Learning Strategies

1. In order for students to analyze and evaluate the effectiveness of plot structure, the teacher will present a short story and pose the following questions: Does the plot have unity? Is there a sequence to the action? What are the conflicts? Are the conflicts subtle or complex? Is the conflict physical, intellectual, or moral? What incidents are used to initiate, complicate, or resolve the story? Is suspense aroused? Is suspense a result of the conflict and complication? Where is the climax? What type of ending has the writer used? How effective is the plot structure?
2. The students will review the literary terms introduction, inciting incident, conflict, crisis/es, climax, dénouement, and resolution, adding any unfamiliar terms to their print or electronic glossary of literary terms.

3. The teacher will introduce the concept of plot variations. How do writers change the structure of a story and still have it make sense? In a whole class discussion, students will be encouraged to describe stories, television episodes, and film treatments that represent a variety of plotline structures. For example: *Star Wars* is open-ended because it leaves the door open for a sequel; *ER* depends on multi- climaxes to mirror the intensity of an emergency ward; flashbacks demonstrate how the decisions and actions of a character have repercussions on later plot developments, as in many soap operas or in *Star Wars: Episode 1*; Choose Your Own Adventure series books demonstrate multiple endings; *Titanic* would not have been as popular if Jack had survived in the typical “they lived happily ever after” mode. A blackboard or overhead chart will be developed and the teacher will consolidate the lesson by helping students define the four alternative narrative structures: flashback, open-ended, multiple climaxes, and multiple endings. These structures, with definitions and appropriate examples, will be added to students’ glossaries. How are these different plot structures effective? Assess the merits of each plot structure.
4. The teacher will organize students into groups and give each group a visual stimulus, a genre (i.e., legend, myth, mystery, horror, action-adventure, romance, etc.), and a card identifying one of the plot structures. Each group will create a story based on this information. The group will use a progressive storywriting technique (i.e., each student within the group writes four to five lines based on the previous student’s four to five lines, until each group member has contributed to the story).
5. Each group will rehearse and then tell its story to the class. The class will assess the strengths and weaknesses of each of the plot structures. In their Response Journals, students will assess the merits of the plot structure they were assigned, and reflect upon the varying plot structures and how they parallel the diversity of our human existence.
6. Each student will select a story from the Reading Collection. In a paragraph, students will use specific examples from the story to analyze the writer’s use of conflict, complication, and suspense. What plot structure has the writer used and why? Is the resolution effective and why?
7. The students will revise their work carefully before submitting. They will recognize and correct sentence errors and use punctuation correctly.
8. Extension: The students might establish an Editing Workshop, assigning each member of the group responsibility for one aspect of editing (e.g., paragraph structure, use of vivid examples, grammar, spelling, punctuation) so that each student’s paragraph is edited several times.
9. Extension: The students could apply the techniques of plot variation to a commercial, music video, or a short film, and reflect on the adjustments and adaptations needed.

Assessment/Evaluation

1. Formative:
 - informal teacher observation of group dynamics and tracking sheets
 - Response Journal evaluation
 - peer evaluation of group participation
2. Summative: - students’ paragraphs (LI2.02D)

Resources

National Film Board of Canada catalogue for short feature films
 CBC web site, TVO web site, Clio Awards for international commercials
 Hays, M., P. Joong and J. Shallhorn. Grass Roots II. Toronto: OSSTF, 1993.
 Moses, D., and T. Goldie. (Ed.) An Anthology of Canadian Native Literature in English. Toronto: Oxford University Press, 1998. ISBN 0-19-541282-6
 Midwood, D., K. O’Connor, and M. Simpson. Assess for Success. Toronto: OSSTF, 1993.
 Videos: *Clue* (multiple endings).

Accommodations

1. Students who have difficulty with handwriting or time management might tape record their analyses.

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2. Storyboards and cartoons could be used for those students who have difficulties with sequencing and for those students new to the English language.

Activity #3: Setting and Mood: “It was a dark and stormy night...”

Time: 150 minutes

Description

This activity will review the literary terms “setting” and “mood” and will teach vocabulary to help students identify and describe mood. It will review the steps of the writing process and of paragraph structure. The students will write a descriptive paragraph and will review the following parts of speech: nouns, verbs, adjectives, and adverbs.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- WRV.02D - identify the literary forms suited to various purposes and audiences and use the forms appropriately in their own writing with an emphasis on supporting opinion;
- MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyze specific media works.

Specific Expectations:

Students will:

- LI2.01D - use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, dramatic structure, dramatic purpose, dramatic irony, dialogue, and stage directions, to understand and interpret examples of the genre;
- LI3.02D - explain how authors use stylistic devices to achieve particular effects in their writing;
- WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;
- WR5.14B - use a variety of resources to correct errors in spelling;
- WR5.05D - use parts of speech correctly;
- WR5.11B - use knowledge of a wide range of spelling patterns and rules to identify, analyze, and correct spelling errors;
- LG1.01B - describe strategies to expand vocabulary;
- LG1.05D - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar and usage;
- MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments. ❧

Planning Notes

- The teacher and students will collect short video clips with contrasting settings (e.g., dark, stormy night vs. serene, sunny day) and generate a list of words to describe mood.
- As preparation for writing the descriptive paragraph, the teacher will need to organize a work sheet on nouns, verbs, adjectives, and adverbs, several models of descriptive paragraphs, and pictures/video clips/music to stimulate creative ideas.

Prior Knowledge Required

- The students will require a basic knowledge of setting and mood, of nouns, verbs, adjectives, and adverbs, and of the writing process and the structure of the paragraph.
- The students will know how to use a dictionary and thesaurus, both print and electronic.

Teaching/Learning Strategies

1. The teacher will introduce the terms “setting” and “mood” through short contrasting video clips. The students will add these terms to their glossaries, located either in their notebooks or

on a disk. The teacher may wish to include an activity encouraging students to predict what they think will happen next in the videos based on what they have already gleaned from the setting and mood.

2. The class will generate a vocabulary list of “mood” words (e.g., grim, ominous, foreboding, calming, soothing, tranquil) using dictionaries and thesauri (electronic where possible) and apply the appropriate terms to the video clips.
3. The teacher will divide the class into pairs. Each pair of students will be given a visual stimulus and will decide what impression the stimulus evokes. Each pair will brainstorm a list of words that would describe the setting and mood, then collaboratively write a descriptive paragraph which they will share with the class.
4. The teacher will distribute models of paragraphs describing settings, and the class will explore the methods that the authors have used to evoke mood; in particular, they will note the use of evocative nouns, verbs, adjectives, and adverbs. The teacher will also review the requisite steps of the writing process, plan, draft, revise and edit, and publish.
5. A prepared worksheet on nouns, verbs, adjectives, and adverbs will be completed to ensure that students can discern these four parts of speech. The teacher should select an entertaining or interesting paragraph (e.g., a review of a popular movie, a humorous descriptive paragraph) in which students identify the four parts of speech.
6. After examining model paragraphs and reviewing paragraph structure, students will write descriptive paragraphs using visual or auditory stimuli. They will use the steps of the writing process.
7. In their Response Journals, students will justify the methods they chose to reveal setting and evoke mood.
8. Extension: The students might describe the sound effects for the beginning of a silent film, and outline the mood they are trying to create.

Assessment/Evaluation

1. Formative: - teacher observation tracking sheet (MD1.02D)
- vocabulary lists
- Response Journals
2. Summative: - rubric for writing, including the writing process
- completed vocabulary list
- quiz on parts of speech

Resources

Chapman, M. (Ed.) Windows and Mirrors: Short Stories. Scarborough, Prentice Hall, 1987.

ISBN 0-13-960444-8

Pratt, L. Grammar: Step-By-Step. Illinois: National Textbook Co., 1985. ISBN 0-8442-5490-8

Sebranek, P. Writers Inc. Wisconsin: Write Source, 1992. ISBN 0-939045-78-8

dictionaries and thesauri, both electronic and in print

National Film Board of Canada catalogue

teacher-created word lists

picture folios

computer lab

http://www.edsitement.neh.fed.us/guides/g_intro2.htm

Accommodations

1. A peer mentor or community/parent volunteer might scribe the written work for students with difficulty with handwriting or language.
2. Augmentative communication devices might be used for students with communication exceptionalities.

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3. The teacher could emphasize the development and understanding of vocabulary studied for students for whom English is a second language.
 4. The teacher could use simpler descriptions and reading passages as role models or reinforcements of skills.

Activity #4: Narrative Point of View

Time: 225 minutes

Description

In this activity, students will review pronouns and their correct use in order to prepare for the study of narrative point of view. The teacher will introduce the literary terms related to point of view, first person and third person, in preparation for an analysis of narrative point of view and students' application of the narrative point of view to their own writing and reading.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions.

Specific Expectations:

Students will:

- LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genre;
- LI1.03B - describe a variety of reading strategies and select and use them effectively;
- WR2.02D - select third or first person and an appropriate level of language to suit the form, purpose, and audience of the work; ☹
- WR3.02D - use changes in time, place, speaker, or point of view to structure narrative paragraphs;
- WR5.07B - identify and correct sentence fragments, run-on sentences, and comma splices;
- WR5.09B - make pronouns agree with their antecedents;
- WR5.10B - use consistent and appropriate verb tense and voice for clarity in narrative and expository writing;

Planning Notes

- The teacher will need to collect short narrative works (e.g., brief short stories, fairy tales, myths, narrative ballads) which include the narrative points of view identified in this activity.
- The teacher will need to prepare worksheets on the correct use of pronouns.

Prior Knowledge Required

- The students will be familiar with pronouns and the function of pronouns and with the terms first and third person from The Ontario Curriculum Grades 1-8: Language.
- The students will know the expectations for co-operative learning.

Teaching/Learning Strategies

1. For the students to understand that the writer's decision regarding who tells the story affects the style of the story, the teacher will introduce short narrative works written from different points of view. The class will discuss how in a first-person narrative, the narrator speaks as "I" and is a character in

the story (for example, Scout in To Kill a Mockingbird); and in a third-person narrative, the narrator is someone outside the story who refers to the characters either as he, she, they, or by their proper names (for example, the outside storyteller in To Catch a Killer).

2. The teacher will review the correct use of pronouns, focusing on person and case in order to consolidate learning. The worksheet could be in the form of a re-written, error-riddled narrative text that students will enjoy reading.
3. Working in pairs, students will select a story from the Reading Collection and, using the following questions as a guide, will critically examine how the writer's choice of point of view affects the story. What point of view does the writer use? Is the view consistent? What are the advantages and disadvantages of the writer's choice? Does the narrator have a bias? Is this bias positive or negative? Is the narrator trustworthy? How does the writer's choice of point of view influence the choice of diction, and ultimately what does it reveal about the action, the characters, the theme, and the ideas of the story? The students will be encouraged to share their findings with the class.
4. Each pair of students will rewrite a segment of the story from the alternate point of view. Students should ensure they use the appropriate pronouns. They will evaluate the effectiveness of the changes using these questions as a guide.
5. Using their notes and information about the point of view in their selected story, each pair of students will collaboratively write an expository paragraph analyzing the effectiveness of the writer's point of view. The teacher and the students will create a set of criteria for evaluating this paragraph.
6. The students will be given the opportunity to use the computer lab to write and revise their expository paragraph. The students will revise their work carefully to avoid sentence fragments, run-on sentences, and comma-splices. The students will use electronic dictionaries and thesauri to assist in the final polishing of their paragraph.

Assessment/Evaluation

1. Formative: - teacher observation of co-operative learning
2. Summative: - student/teacher designed rubrics for paragraph (WR2.02D)
- quiz on correct use of pronouns

Resources

- Building English Skills: Orange Level. Evanston, IL. Houghton-Mifflin, 1981. ISBN 0-88343-874-7
- Chapman, M. (Ed.) The Reader Writes the Story. Toronto: Prentice Hall, 1991.
ISBN 0-13-763509-5
- Kalman, J., F. Ahenakew and G. Leitenberg. (Eds.) Voices of the First Nations. Toronto: McGraw Hill Ryerson, 1995. ISBN 0-07-551691-8
- Perrault, J., and S. Vance. (Ed.) Writing the Circle Native Women of Western Canada. Edmonton: Newest Publishers Ltd., 1993.
- Robinson, S. D. Glide Path Destinations. Scarborough: Prentice-Hall Canada Inc., 1991.
ISBN 0-13-356247-6
- Robinson, S. D. Overdrive Destinations. Scarborough: Prentice-Hall Canada Inc., 1991.
ISBN 0-13-647546-9
- Simmons, J. S. The Short Story and You. Illinois: National Textbook Co., 1996.
ISBN 0-8442-5545-9

Accommodations

1. The teacher might assign or seek a peer mentor or parent or community volunteer to act as a scribe for students who have dysgraphia or organizational problems, or to put the story on tape for those with visual impairments or slow reading pace.
2. Augmentative communication devices might be used for those students with communication exceptionalities.
3. For students who have difficulty visualizing the finished product, samples could be made available as role models.

Activity #5: Characterization: A Blueprint for Character

Time: 150 minutes

Description

In this activity, students will learn how a writer reveals and develops character in a narrative work. They will also learn the conventions of writing dialogue as they explore how characters reveal themselves. As they write dialogue, students will consider the different levels of language, including the use of slang, jargon, dialect, colloquialism, and standard Canadian English.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LGV.01D - use knowledge of vocabulary and language conventions to speak, read, and write competently using a level of language appropriate to the purpose and audience;
- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts.

Specific Expectations:

Students will:

- LI2 .01D - use knowledge of elements of drama, such as plot and subplot, character portrayal, conflict, theme, mood, and point of view, to understand and interpret examples of the genre;
- WR5.16B - adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;
- LG1.02B - identify and explain examples of jargon, dialect, and colloquialism, as well as of standard Canadian English, in literary texts and in their own oral and written work;⌘
- MD1.02D - identify how elements of media forms are used in a variety of media works and explain the effects of different treatments.

Planning Notes

- The teacher will need to select short stories that provide examples of flat and round characters, and which illustrate the methods of developing character (e.g., “showing” through a character’s words, actions, and thoughts, and “telling” through other characters’ statements and through the author’s/narrator’s direct commentary).
- The teacher will need to prepare a worksheet on the use of punctuation in the writing of dialogue, and a list of adjectives and adverbs to describe character, and examples to illustrate the appropriate use of informal versus formal language (e.g., slang, jargon, dialect, colloquialism, standard Canadian English).
- The teacher will need to book the computer lab and co-plan with the teacher-librarian and others.

Prior Knowledge Required

- The students will know how an author reveals character.
- The students will know the types of conflict and the terms “protagonist” and “antagonist.”
- The students will know how to use adjectives and adverbs, and correctly use quotation marks.

- The students will recognize the differences between formal and informal language and when it is appropriate to use each style.

Teaching/Learning Strategies

1. The teacher will use a short story or other narrative text with clearly developed characters to initiate a class discussion about how character is revealed.
2. Using a thought web, the students will generate an outline of attributes or character traits possessed by the characters in the story.
3. A teacher-librarian will teach the students how to use the computer to create a table to generate a list of vocabulary words describing character.
4. The teacher will introduce the methods writers use to delineate character: “showing and telling” a character’s thoughts, words, and actions, and observing the comments of other characters and the author. A distinction will be made between author and narrator, protagonist and antagonist.
5. The teacher will conduct a lesson on the conventions of writing dialogue, focusing on the use of quotation marks, the placement of punctuation (e.g., commas, periods, exclamation marks, question marks), and paragraphing for each new character’s speech. The teacher will use examples from texts or worksheets to illustrate these conventions. Instruction on the conventions of script writing may be necessary, depending on the type of text being studied.
6. The students will select a character who is not physically present in a narrative work, but is either alluded to or could be included. The students will re-write a specific section of the story, delineating the new character using at least two of the techniques studied throughout this activity. Alternatively, students, in pairs, will choose two characters from different texts and have them meet and clash in a conflict. Using a narrative text (e.g., script, dialogue, letters), the students will resolve the characters’ conflict logically and effectively. The students might also assume the persona of a famous individual (e.g., entertainer, world leader, historical figure) and recall an incident that was a catalyst to the person’s rise to fame. This latter strategy could involve library and Internet research, as well as cross-curricular learning.
7. The students will use the writing process to publish and polish their written products, attending especially to syntax and diction. The students will submit their polished products for evaluation.
8. Extension: The students will write and/or present their work in a variety of formats (e.g., audio or video recording of their script, dramatic reading, etc.).
9. The students will view a short video clip that focuses on character development and discuss what elements help to delineate character in this media form.

Assessment/Evaluation

1. Formative: - writing checklist
2. Summative: - writing rubric
- quiz on narrative dialogue punctuation
- product (LG1.02B)

Resources

- Booth, D. The Writing Program 9. Toronto: Globe/Modern Curriculum Press, 1987.
ISBN 0-88996-124-7
- Boswell, W., B. Lamont and J. Martyn. The Writer’s Voice 1. Agincourt: Methuen Publications, 1984. ISBN 0-458-98450-7
- Struthers, J. R. The Possibilities of Story. Toronto: McGraw-Hill Ryerson Ltd., 1992.
ISBN 0-07-551198-3
- Struthers, J. R. The Possibilities of Story: Volume 2. Toronto: McGraw-Hill Ryerson Ltd., 1992.
ISBN 0-07-551200-9

Accommodations

1. The teacher could provide the story on tape.

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2. The story could be read aloud in choral reading style, in a small group with a good oral reader, by the teacher, or by a visiting story reader to model pronunciation and pace for students for whom English is a second language or with language impairments.
 3. Peer tutors could be assigned to assist exceptional pupils.

Activity #6: Themes in Narrative Fiction

Time: 150 minutes

Description

In this activity, students will learn to distinguish between plot and theme, to distinguish between topic statement and theme, to identify theme in a work of narrative fiction, and to analyze the writer's purpose for exploring a particular theme.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.03B - identify and explain the effect of specific elements in a variety of literary and informational texts.

Specific Expectations:

Students will:

- LI1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;⌘
- WR5.06D - 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 and participial phrases;
- MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Planning Notes

- The teacher will need to compile a variety of short narrative texts, either in print or on video, focusing on a central character's development. The teacher should be aware of making choices appropriate to her/his classroom composition.
- The teacher will also require resources to teach the terms subject and predicate.
- The teacher will prepare a sample reader response to use as a model.

Prior Knowledge Required

- The students will know the definition of plot and the methods of characterization.
- The students will be able to identify and apply the terms "subject" and "predicate."

Teaching/Learning Strategies

1. The teacher will conduct a mini-lesson on the use of subject and predicate to enable students to make complete thematic statements later in this activity.
2. The students will read a narrative text. The students will observe the main character's development in the story as a method of understanding the story's theme(s).
3. The teacher will review the definition of plot, and distinguish it from the definition of theme. The students will add these terms to their print or electronic glossary.
4. In their notebooks or using word processing, students will describe the character's personality at the beginning of the story and again at the conclusion. What has the character learned? How has the character changed as a result of this new knowledge? What conflicts has the character faced?

5. The class will discuss these changes and list them using single words or phrases. The teacher will explain that it is through the conflict that the main character experiences and the changes that occur that the author shows the readers the theme. The list the class will have generated will include topics that can become the themes. From this list, the teacher will help the students to identify the story's major topics or issues (i.e., love, regret, prejudice).
6. The teacher will demonstrate how to make the story's topic (i.e., the subject of the sentence), and make it a complete thematic statement by adding the predicate, noting that changing the predicate changes the theme completely. For example, "Power corrupts those who abuse it" is very different from "Power ennobles when used wisely."
7. As a class, the students will read a short story and then view the video version of it. The latter version must have an ending that is different from that of the former.
8. After viewing the video, the students will engage in a brainstorming session focusing on the portrayal of character, the resolution of the conflicts, and consequently, the differences/similarities in the themes of the two versions. The students will write in their Response Journals.
9. Using the information gathered above, the students will produce an organized paragraph comparing the short story and video version, detailing which they prefer and why.
10. Extension: In pairs, the students will create a thematic statement and, in point form, create a short plot that illustrates that statement.
11. Extension: The students will choose a thematic statement and, using magazine photographs, newspapers, and pictures, they will create a collage that will demonstrate that theme.
12. Extension: The students will select a theme or themes from a narrative text and will produce a soundtrack which would reflect the theme(s). They will identify the songs and the artists chosen, the lyrics of the songs, and will explain why they have chosen particular songs for that soundtrack.

Assessment/Evaluation

1. Formative:
 - organized paragraph rubric
 - assessment of Response Journal
2. Summative:
 - glossary completion
 - notebook completion (LI1.03B)
 - quiz on the use of subject and predicate
 - creative project rubric

Resources

- Banel, et al. More Strawberries: Reflections in Fiction. Scarborough: Nelson Canada, 1990. ISBN 0-17603044
- Barry, J. (Ed.) Coast to Coast: Canadian Stories, Poetry, Non-Fiction and Drama. Toronto: Nelson Canada, 1994. ISBN 0-17-604704-2
- de Bono, E. Lateral Thinking: Creativity Step by Step. New York: Harper and Rowe Publishers, 1973. ISBN 0-06-090325-2
- de Bono, E. de Bono's Thinking Course. London: British Broadcasting Corp., 1982. ISBN 0-56316500-6
- George, J. (Ed.) On Common Ground (3). Toronto: Oxford University Press, 1994. ISBN 0-19-541020-3
- Haberman, A. On the Edge: Literature and Imagination. Don Mills: Oxford University Press, 1993.
- Hilker, D. Transitions. Canada: Harcourt Brace & Co. Canada Ltd., 1995. ISBN 0-7747-0151

Accommodations

1. The teacher could provide the stories on audiotape.
2. The students could be paired for discussion purposes.
3. The teacher could simplify the information by using visuals for those students who learn holistically or have difficulty organizing details.

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- Peer coaching would be useful for some students who have difficulty with completing written work.

Activity #7: The Whole Picture

Time: 75 minutes

Description

This activity will help teachers assess students' overall knowledge of the elements of the narrative text. The students will learn that the form of a work should suit the audience and purpose. It will prepare them for the task of completing the culminating activity, Activity #8.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, and Language

Overall Expectations:

At the end of Grade 9, students will:

- LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms with a focus on plays, short stories, and short essays;
- WRV.05D - edit and proofread to produce final drafts, correctly using grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when possible.

Specific Expectations:

Students will:

- WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;
- WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
- LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation, including:
 - spelling: homophones and possessive pronouns and adjectives;
 - capitalization: for proper nouns and in direct quotations, scripts, dialogue, and poetry;
 - punctuation: period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, ellipses.

Planning Notes

- The teacher will need to select a challenging narrative sight passage.
- The teacher will replicate the narrative elements organizer used in Activity #1.

Prior Learning Required

- The students will know the concepts taught throughout Activities #1– 6.

Teaching/Learning Strategies

- The teacher will distribute a challenging narrative sight passage (ballad, story) and an organizer outlining the elements of a short story.
- The students will read the passage and complete the organizer individually. They may use their notebooks as a resource. The organizers should be completed in more detail than the organizers completed initially in Activity #1.
- The students will submit their organizers at the end of the period for teacher evaluation.
- At the beginning of the following class, students will be given fifteen to twenty minutes to complete an entry in their Learning Log in order to evaluate their learning progress. They will consider what they have done, what they have learned about the narrative form, what questions

they still have, what skills they have developed, what skills they still need to develop, what goals they will set to improve their learning and thinking skills.

5. As an alternative, the teacher may wish to prepare a formal unit test.
6. This will also be an opportunity for students to start writing an assessment of the Narrative Forms and Voices Unit in their Response Journals.

Assessment/Evaluation

1. Formative: - self-evaluation using Learning Log
2. Summative: - teacher evaluation of organizer (WR2.01D)
- unit test (optional)

Resources

Graham, N. Marking Success: A Guide to Evaluation for Teachers of English. Markham, Pembroke, 1992. ISBN 0-921217-85-4

Iveson, M., and S. Robinson. What's Fair? Scarborough: Prentice-Hall Canada Inc., 1993. ISBN 0-13-020256-8

MacNeill, J. A. Three Way Mirror. Scarborough: Nelson Canada, 1989. ISBN 0-17-603093-X

Web Sites

<http://www.schoolnet.ca/>

<http://www.wier.yorku.ca/~wier/cdnauthor.html>

<http://www.cyberscol.qc.ca/>

<http://humanitas.ucsb.edu/users/hwang/English30/index.html>

Accommodations

1. Narratives may be read aloud to the student.
2. The students may watch a video version of the story.
3. The teacher could provide the narrative at the appropriate reading level for students for whom English is a second language.

Activity #8: Create Your Own Narrative

Time: 300 minutes

Description

Using information from the activities in this unit, the students will create their own narrative in the form of a short story, narrative ballad, myth, legend, fairy tale, or radio drama.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

WRV.04D - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity;

- WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;
- LGV.02B - 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;

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- MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

Students will:

- LG1.05D - recognize, describe and use correctly in oral and written language the language structures of standard Canadian English and its conventions of grammar and usage, including:
 - parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections;
 - simple, compound, and complex sentences;
 - components of sentences: subject, predicate, object, subject completion, prepositional and participial phrases, main and subordinate clauses; - agreement between subject and verb, and between pronoun and antecedent;
 - consistency of verb tenses, and of voice;
- LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audiences and purpose;✂
- LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, visual aids, and technology, as appropriate, to engage the audience's interest during oral presentations.

Planning Notes

- The teacher will have prepared a writer's checklist to help students organize their tasks and manage their time.
- A detailed outline to plan and write a narrative should be available to students who require it.
- The students will be given the assessment scheme before they begin the assignment.
- The teacher will arrange for a storyteller to visit the class.
- The teacher will know how to create certificates on the computer for the Writers Festival.
- The teacher will establish a date for the Writers Festival.
- Teachers may contact community groups or clubs, such as literary guilds, public libraries, historical societies, and art galleries, to help make links between this activity and the community.

Prior Knowledge Required

- The students will know the major concepts related to narrative structure: plot, setting, mood, conflict, point of view, characterization, and theme.
- The students will know the conventions of paragraphing and punctuation, particularly with regard to writing dialogue

Teaching/Learning Strategies

1. The teacher will preface this activity with an inspirational quotation: "In the tale, in the telling, we are all one blood. Take the tale in your teeth, then bite until the blood runs, hoping it's not poison; and we will all come to the end together, and even to the beginning: living, as we do, in the middle." (Ursula K. Le Guin)
2. The teacher will review the writing process, explaining that methods will vary. The teacher will describe several approaches to storywriting: a highly structured approach for those students who need support and guidance (e.g., a story planner), and brainstorming or a thought-webbing approach for those who are confident writers.
3. The teacher will distribute the assessment scheme and explain the criteria for evaluation.
4. The teacher will schedule time for conferencing, peer evaluation for each student, and computer use. The teacher must be sensitive to the fact that not all students will have equal access to computers.
5. The students working on the same type of project (e.g., narrative ballad or radio drama) will create their own peer-evaluation criteria for oral presentations with guidance from the teacher.
6. The students working on the same type of projects will serve as peer editors to prepare the presentations for the Writers Festival and the final draft to be submitted to the teacher for evaluation.

7. The students will present their narratives to the whole class using a variety of forms such as reading, acting, audio or video recording. This presentation will constitute the “Writer’s Festival.” A storyteller could be asked to participate in this event.
8. The students will be given an opportunity to continue their reflections on, and assessment of, the Narrative Forms and Voices Unit in their Response Journals.
9. Extension: The students will present their stories at a library, a bookshop, an elementary school, a coffee house, a senior citizens’ home.
10. Extension: The students will create their own certificates of achievement on the computer. The class will vote for which one they like best for presentation at the awards ceremony.

Assessment/Evaluation

1. Formative: - group co-operation for peer editing
- effort during creation of the product and participation in Writers Festival
2. Summative: - oral presentation based on student-generated assessment criteria (LG2.03D)
- rubric for narrative writing
- student assessment of the Narrative Forms and Voices Unit

Resources

<http://www.cyberscol.qc.ca/>

<http://www.imt.net/~gedison/bookbind.html>

<http://www.wier.yorku.ca/~wier/cdnauthor.html>

Accommodations

1. Augmentative communication devices for those students with severe communication disabilities should be provided

Unit #2 - Poetic Forms and Voices

Time: 15 hours

Unit Developers:

Development Date: July 1999

Unit Description

The students will read and study a variety of poetic texts and learn to identify certain types of poems: prose poems, limericks, concrete poems, found poems, lyrics, haiku, and songs. The students will apply appropriate strategies to read, understand, and interpret poetic texts. They will learn to understand the value of sound devices in creating powerful poetry and will understand the importance of figurative language and appeals to the senses. During this unit, the students will demonstrate their understanding of poetry by recording their responses to poems in their response journals, by participating in class poetry activities and readings, and by creating a Personal Poetry Portfolio, media product, or collection of original poems.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

Students will:

- LI3.02D - explain how authors use stylistic devices, such as simile, metaphor, personification, imagery, foreshadowing, onomatopoeia, oxymoron, alliteration, and symbol, to achieve particular effects in their writing; ❧
- WR3.01D - use a unifying image, mood, or voice to structure descriptive paragraphs or poems;
- WR5.12B - use and spell homophones correctly;
- WR5.13B - use the apostrophe correctly when spelling contractions and possessives;
- LG1.01B - describe strategies used to expand vocabulary;
- LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
- MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Activity Titles

Activity 1	Introducing the Poem	150 minutes
Activity 2	Sensing the World	150 minutes
Activity 3	Sounding It Out	150 minutes
Activity 4	Using the Human Imagination	150 minutes
Activity 5	Responding To Poems	150 minutes
Activity 6	Creating and Collecting Poems	150 minutes

Unit Planning

- Teachers will collect a wide variety of poems and anthologies for students that reflect the wide variety of student taste and the cultural diversity of the classroom.
- The teacher-librarian is a valuable colleague who can provide a well-stocked poetry section in the school resource centre.
- Teachers need to decide on a department policy for appropriate language in the classroom, involving the students in the process.
- Teachers will look for audiences for student writing such as magazines, newspapers, and web sites.

Prior Knowledge Required

- The Ontario Curriculum Grades 1–8: Language.

Teaching/Learning Strategies

1. The students will read a wide variety of poems and explore forms and shapes.
2. They will learn the power of poetic language and sound devices through group assignments and class activities like chants, games, music, and choral reading.
3. They will create both personal and creative responses and keep Response Journals and reading logs.
4. The teachers will invite local poets, local artists, story tellers, and student writers to the classroom.
5. The students will create media products, portfolios, scrapbooks, and multi-media responses.

Assessment/Evaluation

1. Formative: - Response Journals
 - self-evaluation
2. Summative: - portfolio
 - performance rubric (LI3.02D)

Resources

- Best Poems: Poems For Young People. Illinois: Jamestown Publishers. NTC/Contemporary Publishing Group, Inc., 1998. ISBN 0-89061-848-8 (softbound)
- Cameron, B. Prism of Poetry: Pathways to Writing. Scarborough: Prentice-Hall Canada Inc., 1995 ISBN 0-13-435330-7
- Diltz, B., and R. J. McMaster. (Eds.) New Horizons. Toronto: McClland & Stewart Ltd., 1955.
- Franceschi, M. Pillars of Lace: The Anthology of Italian-Canadian Women Writers. Toronto, University of Toronto Press, 1998. ISBN 1-55071-055-9
- Hogan, H. Listen: Songs and Poems of Canada. Toronto: Methuen, 1972. ISBN 0-458-90900-9
- Kellow, B. Poetry and Language. Toronto: McGraw Hill-Ryerson, 1995. ISBN 0-07-548620-2
- Kingston, E. F. (Ed.) Poems to Remember. Toronto: J.M. Dent & Sons Ltd., 1962.
- Kingston, E. F. (Ed.) Poems for Pleasant Study. Toronto: J.M. Dent & Sons Ltd., 1957.
- Kirkland, G., and R. Davies. Inside Poetry. Toronto: Harcourt Brace, 1996. ISBN 0-7747-1224-4
- McMaster, R. J. (Ed.) Fire and Ice. Don Mills: Longman Canada Ltd., 1970. ISBN 0-7747-1074-8

- Mouland, E. (Ed.) Tracing One Warm Line: A Selection of Canadian Poetry. Saint John's, NF: Breakwater Books, 1995. ISBN 1-55081-089-8
- Sloan, M. Moving Borders: three Decades of Innovative Writing by Women. Jersey City, NJ: Talisman House, 1998. ISBN 1-883689-47-3
- Wallace, A. (Ed.) Daughters of the Sun, Women of the Moon: Poetry by Black Canadian Women. Lawrenceville, NJ: Africa World Press, 1992. ISBN 0-86543-195-7

Unit #3: Dramatic Forms and Voices

Time: 15 hours

Unit Developers:

Development Date: July 1999

Unit Description

The students will apply the skills learned in the preceding units to the analysis and study of drama. The students will identify, analyze, and interpret the elements of dramatic structure, character and characterization, theme, setting, and stylistic features of drama, including movement and voice. The students will understand the importance of the context (social, cultural, political) in which a literary work was created. The students will use their knowledge and understanding of drama to reach a fuller understanding and appreciation of the writer's ability to integrate all the elements of drama to create a complex, stimulating, and satisfying work of literature. The students will demonstrate their understanding by recording their thoughts, ideas, and feelings about the characters, conflicts, and themes of the work in a variety of personal responses, by writing and publishing a literary exposition, by rehearsing and performing a dramatic scene, or by creating and sharing a media work.

Strands and Expectations:

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work;
- WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- LGV.02B - 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;
- MDV.02D - use knowledge of a variety of media forms, purposes, and audiences to create media works and describe their intended effect.

Specific Expectations:

Students will:

- LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopaedias;

- LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;
- WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
- WR4.03D - make constructive suggestions to peers;
- WR5.16B - adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;
- LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
- LG2.04D - use specific examples, facial expressions, gestures, intonation, humour, visual aids, and technology, as appropriate, to engage the audience's interest during oral presentation;☹
- LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
- MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation;
- MD2.03D - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Activity Titles

Activity 1	Setting the Stage	75 minutes
Activity 2	Reading Between the Lines	75 minutes
Activity 3	Voice	75 minutes
Activity 4	Movement and Language	75 minutes
Activity 5	Creating a Script	150 minutes
Activity 6	Design	150 minutes
Activity 7	Performance	225 minutes
Activity 8	Media Adaptations	75 minutes

Unit Planning Notes

- The teacher should strive to select plays from a variety of cultures and traditions.
- The teacher should use Canadian materials wherever possible.

Prior Knowledge Required:

- The Ontario Curriculum Grades 1–8: Language

Teaching/Learning Strategies

Students will participate in these kinds of activities:

- improvisation, interpretative readings, data sheets, role cards
- drama games
- writing in role and writing scripts and monologues
- collaborative and co-operative learning
- Reader's Theatre
- translating story to script
- use of computer graphics to design set, costumes, lighting, and blocking

- guest speaker: actor, director, and/or writer
- field trip to local theatre
- performance

Assessment and Evaluation

1. Formative: - writing in role with a peer-editing process
 - teacher assessment of group dramatization
2. Summative: - dramatic presentation of scene or scenes (LG2.04D)

Resources

- Beissel, H. Cues and Entrances. Toronto: Gage Educational Publishing Company, 1993. ISBN 0-77151002-0
- Boni, F. (Ed.) Rhubarb-O-Rama! Plays and Playwrights from the Rhubarb! Festival. Winnipeg, MB: Blizzard Publishing, 1998. ISBN 0-921368-78-X
- Cavanagh, G. and G. van V. Trip. (Eds.) The Players: Book 2: An Anthology of Plays for Student Production in the Classroom. Toronto: McClelland and Stewart Ltd., 1979. ISBN 0-7710-1941-6
- Doolittle (Ed.) Heroine. Red Deer, AB: Red Deer College Press. ISBN 0-88995-081-4
- Kemp, D. A Different Drummer. Toronto: Oxford University Press, 1990. ISBN 0-7710-4518-2
- Kozelka, P. (Ed.) 15 American One-Act Plays. New York: Washington Square Press, 1971. ISBN 671-47851-6
- Gifford, T. (Ed.) The Play's the Thing For Original Television Dramas. Toronto: MacMillan, 1976. ISBN 0-7705-1291-7
- Ladousse, G. P. Role Play Resource Book for Teachers. Ed. Alan Marley. Oxford: Oxford University Press, 1987. ISBN 0-19-437095-X
- MacNeill, J. A. Front Row, An Anthology of Plays. Toronto: Nelson, 1984. ISBN 0-17-602054-3
- Maitlan, M. and I. Waldron. (Eds.) Twelfth Night. Toronto: Harcourt Brace and Company, 1990. ISBN 0-7747-1365-9
- Neelands, J. and T. Good. (Eds.) Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama. Cambridge: Cambridge University Press, 1990. ISBN 0-521-37635-1
- Parkin, A. and J. Stevens. (Eds.) Stage One: A Canadian Scenebook. Toronto: Van Nostrand Reinhold Ltd., 1973. ISBN 0-442-26452-6
- Playwrights Canada Press Staff. Singular Voices. Toronto: Playwrights Canada Press, 1997. ISBN 0-88754-510-6
- Ravel, A. (Ed.) Canadian Mosaic. Toronto: Simon and Pierre Publishing Company, 1995. ISBN 0-88924-264-X
- Richard-Amato, P. Making It Happen. Interaction in the Second Language Classroom, From Theory to Practice. London: Longman, 1988. ISBN 0-8013-0027-4-75692
- Saliani, D. Midsummer Night's Dream: The Global Shakespeare Series. Toronto: International/Thompson Publishing (Nelson), 1998. ISBN 0-17-606617-9
- Saliani, D., C. Ferguson and T. Scott. The Tragedy of Romeo and Juliet With Related Readings: The Global Shakespeare Series. Toronto: International/Thompson Publishing (Nelson), 1997. ISBN 0-17-606613-6
- Shakespeare, W. Macbeth. Toronto: Penguin Books Canada, 1999. ISBN 0-14-0711478-2
- Stevens, J. Ten Canadian Plays. Toronto: Dell Publishers, 1975. ISBN 0-440-95754-0
- Stott. (Ed.) Anthology of Drama & Poetry. Toronto: Harcourt Brace and Company. ISBN 0-03-998644-6
- Swartz, L. Dramathemes: A Practical Guide for Teaching Drama. Markham: Pembroke, 1998. ISBN 0-921217-21-8
- Vine, E., and W. Fairhead. Remove The Blindfold, Book 2. Toronto: Oxford University Press, 1987. ISBN 19-540523-4

Unit #4: Informational Forms and Voices

Time: 30 hours

Unit Developers: Joanne Bridgeman, Patti Collins, Phil Midgley, Wilf Smyth, Judy Stormes,
Ann Varty

Development Date: February – April 1999

Unit Description

The students will develop an understanding of the conventions and language of informational texts. The students will read and study a variety of informational texts, including argumentative essays, reports, surveys, letters, journals, memoirs, web sites, databases, documentary film, and other media works. The students will develop strategies to understand and interpret texts effectively, and learn to distinguish between fact and opinion, and to identify bias. The students will understand how the background of the author and the backgrounds of the readers influence understanding. The students will learn how to gather, select, and use research data. The students will create their own informational texts and presentations for a variety of purposes. The unit will provide an opportunity to integrate learning across the curriculum.

Strands and Expectations

Strands: Literature Studies and Reading. Writing, Language, and Media Studies

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

Specific Expectations: LI1.01D, LI1.03B, LI1.04D, LI1.05D, LI1.06D, LI1.07B,
LI1.08D, LI2.03D, LI3.01D, LI3.03D; WR1.01D, WR1.02D,
WR1.03D, WR1.04D, WR2.01D, WR3.03D, WR3.04D,
WR3.05D, WR3.06D, WR4.01D, WR4.03D, WR4.04D,
WR4.05D, WR5.01D, WR5.04B, WR5.05D; LG1.02B,
LG1.04B, LG1.05D, LG1.06B, LG1.07B, LG2.01D, LG2.02D,
LG2.03D, LG2.04D, LG2.05D, LG2.06D, LG2.07D; MD1.01B,
MD1.02D, MD1.03D, MD1.04D, MD2.02D, MD2.03D.

Activity Titles

Activity 1	Introduction to Environmental Texts	375 minutes
Activity 2	Presentation and Listening Skills	150 minutes
Activity 3	Fact or Opinion and Reliability	450 minutes
Activity 4	Language of Print Advertisements	375 minutes
Activity 5	A Model Culminating Activity	450 minutes

Unit Planning Notes

- The teacher must co-plan with the computer lab personnel and the teacher-librarian to provide students with a block of sequential time for research.
- The teacher needs to ensure that there is a policy regarding Internet use and appropriate browsing.

Prior Knowledge Required

- the elements of short stories
- knowledge of audience and both positive and negative bias
- the elements of media
- the conventions of standard Canadian English
- presentation skills

Teaching/Learning Strategies

- This unit provides opportunities to address a wide variety of learning styles.
- The unit familiarizes students with print and media forms.
- The teacher needs to co-plan and co-develop the unit with the teacher-librarian.
- Business and technology teachers could provide valuable assistance for this unit.

Assessment/Evaluation

The assessment of the student's work in this unit will include:

- rubric for bulletin board
- teacher observation lists
- check lists
- teacher-designed rubric
- feedback form
- chart mark
- self-evaluation check lists
- listening-skills rubric
- student-developed rubric
- media logs
- Response Journals
- short essay test

Resources

Booth, D., et al. Media 5 Sense. Toronto: Harcourt Brace, 1996.

Duncan, B., et al. Mass Media and Popular Culture, Version 2. Toronto: Harcourt Brace, 1996.

Spitzer, E., and Lowe. Information Literacy: Essential Skills for the Information Age. ERIC Clearing House on Information and Technology, 1998.

Activity #1: Introduction to Environmental Text

Time: 375 minutes

Description

Environmental text refers to any print or media text present in the “world at large.”

Environmental texts include signs, bulletin boards, PA announcements, posters, newspapers, digital message boards, magazines, t-shirts, graffiti, radio, and television. The students will be introduced to environmental texts through a scavenger hunt. As a result of this activity, the students will compare their own and their peers' reactions to the text. They will begin to develop an understanding of how the media uses explicit and implicit messages to present its product.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
- LGV.02B - 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.

Specific Expectations:

Students will:

- LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing;
- LI3.03D - explain how authors and editors use design elements to help communicate ideas;
- WR4.03D - make constructive suggestions to peers;
- LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
- MD1.01B - demonstrate critical thinking skills by identifying the differences between implicit and explicit messages in media works;
- MD1.02D - identify how elements of media form are used in a variety of media works and explain the effects of different treatments;
- MD1.03D - compare and explain their own and their peers' reactions to a variety of media works;☹
- MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose;
- MD2.03D - create media works appropriate to different audiences and explain why a particular design should appeal to a particular audience.

Planning Notes

- The teacher and students will collect bulletin board/poster materials (paper, pens, scissors, glue, etc.).
- The teacher and students will collect examples of environmental texts.
- The teacher will book the computer lab, if available.
- The teacher will ask the teacher-librarian to co-plan and develop this activity.
- The teacher will ask the computer studies teacher, a student expert, parent volunteer, or community expert to assist.
- The teacher will understand the dramatic form of “Voices-in-the-Head.”
- The teacher will obtain and/or prepare rubrics for this activity with class participation.
- The teacher will obtain and/or prepare charts and sample bulletin boards and/or poster displays, perhaps from a desktop publishing program, such as HyperStudio, WordPerfect Presentations, or MS Publisher.

Prior Knowledge Required

- The students will have an understanding of collaborative and co-operative work habits.
- The students will have the ability to use the Internet.

Teaching/Learning Strategies

1. The teacher will provide the evaluation rubrics, chart, and check list for this activity. Teachers and students will co-operatively develop the evaluation rubric for the bulletin board/poster display.

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2. The teacher will review the communication model: message, medium, sender, and receiver.
 3. The teacher will introduce the concept of environmental texts as any print or media text, show examples, and help the students to define and analyse explicit and implicit messages found in these texts.
 4. The students will learn how to use a search engine on the Internet appropriately, possibly with the assistance of the computer studies teacher, student expert, or community or parent volunteer, in order to find other sources of environmental texts.
 5. After touring the school and the Internet, the students will use the chart provided to list all the examples of environmental texts found. Alternatively, teachers will provide examples of environmental texts and the students will complete the chart using the materials provided in class.
 6. The students will add to the environmental-text chart using examples from outside the school environment.
 7. Each group of four students will produce a “Voices-in-the-Head” presentation that demonstrates the impact of environmental texts. “Voices-in-the-Head” is a drama technique in which group members vocalize their numerous responses to an external stimulus. It shares some elements of the soliloquy or monologue.
 8. The students will analyse the impact of environmental texts by identifying the intended audience based on the explicit and implicit messages found in each text.
 9. The students and the teacher will review rubric construction. They will co-operatively create the evaluation rubric for the activity.
 10. The students will create bulletin boards and/or poster displays to communicate the range and variety of environmental texts, and the explicit and implicit messages found in each. The students will use the evaluation rubric created for this.
 11. The students will present their bulletin boards and/or poster displays to the class.
 12. The students will create a statement that has an implicit message, such as a bumper sticker or an advertising slogan, as part of their presentations to the class.
 13. The students will write response journal entries on what they have learned.
 14. Extension: Teachers and students will discuss and generate a code of ethics for environmental text messages in the school or local community. School Councils may be involved with this activity.

Student Record of Environmental Text

Medium	Sender	Receiver	Message	Explicit/Implicit
e.g. electronic bulletin board	student	school population		

Assessment/Evaluation

1. Formative:
 - chart of environmental texts
 - participation in class discussion
 - group-work rubric for peer- and self-evaluation
2. Summative:
 - teacher observation of group-process checklist
 - teacher/student-created rubric for bulletin board and/or poster display (MDI.03D)
 - oral presentation rubric

Resources

Ontario Ministry of Education. Media Literacy Resource Guide. Toronto: Queen's Printer, 1989.

Association of Media Literacy. Anthology. Toronto: Theatre Books.

Considine. "Introduction to Media Studies" in Visual Messages.

Compilation Search Engines on the Internet: <http://www.dogpile.com>
<http://www.37.com>

Accommodations

1. The teacher could provide a peer mentor to scribe for students with physical impairments and/or learning disabilities.
2. Information could be provided on slides, video, or as a display in class for students unable to participate in out-of-school activities.
3. Samples of finished products might be provided as role models for students with learning disabilities.
4. Sighted students could act as peer mentors and/or assistants for those who are visually impaired when working on the bulletin board assignment.
5. The teacher could partner students for whom English is a second language with students who are proficient in the English language to assist with interpretation.

Activity #2: Presentation and Listening Skills

Time: 150 minutes

Description

In order to prepare for subsequent activities, the students will demonstrate successful presentation and listening skills. The students will choose a comparative topic, and prepare a short oral presentation based on their research. The students will evaluate their own presentations and those of their peers.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
- LGV.02B - 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.

Specific Expectations:

Students will:

- LG2.03D - plan and make oral presentations to a small group or the class, selecting and using vocabulary and methods of delivery to suit audience and purpose;
- LG2.04D - use specific examples, facial expression, gestures, intonation, humour, visual aids, and technology, as appropriate, to engage the audience's interest during presentation;
- LG2.05D - practise with cue cards and relaxation exercises (and with visual aids and technology if used) to ensure confident delivery in oral presentations;

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- LG2.06D - explain how oral communication skills can contribute to success in all curriculum areas and the world outside the school;❧
 - LG2.07D - analyse their own and others' oral presentations to identify strengths and weaknesses, and plan ways to improve their performance;
 - WR3.04D - use key words from questions or prompts to organize ideas, information, and evidence in homework answers;
 - MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose.

Planning Notes

- The teacher and the students will create a list of comparative topics (e.g., two sports teams, two fast-food restaurants, two automobiles, two movies).
- The teacher and the students will prepare rubrics for oral presentations and listening skills.

Prior Knowledge Required

- The students will have research, note-taking, and outlining skills.

Teaching/Learning Strategies

1. The teacher and the students will brainstorm the many “real-life” situations where oral communication is important. Guidance personnel, Teacher Advisors, and resource personnel could be involved in this activity and also in the teaching of interviewing skills.
2. The students will select a topic and compare two examples of that topic (e.g., Raptors vs. Bulls) in order to present their findings to the class.
3. The teacher and the students will co-design the rubrics.
4. The students will create an oral-presentation outline that summarizes their points.
5. The students will devise visual aids (e.g., overheads, charts, slides) to complement the oral presentations.
6. The students will rehearse and deliver their presentations.
7. The students will evaluate the presentations using the rubric to further clarify those elements that make an effective presentation (e.g., facial expression, gesture, voice). The students will provide constructive criticism for each presentation.
8. The teacher will evaluate the students' listening skills using the rubric (e.g., eye contact, note-taking, questioning).
9. For homework, students will write a one-paragraph self-evaluation on how to improve their own presentations and listening skills.
10. Extension: The students will participate in a debate, either in class, in a competition between classes, or in a whole school forum.

Assessment/Evaluation

1. Formative: - peer use of rubrics during rehearsal
2. Summative: - rubrics for listening-skills and oral-presentations (LG2.06D)
- self-evaluation

Resources

Web site: Ontario Student Debating Union

Lenning, M. Getting Started in Speech Communication. National Textbook Company.

Lieb, A. Speaking for Success. Toronto: Harcourt Brace.

Ontario Ministry of Education and Training. Choices Into Action. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. Guidance and Career Education. Toronto: Queen's Printer, 1999.

Simmons, C. Public Speaking Made Simple. Toronto: Doubleday, 1996.

Accommodations

1. The teacher could provide audio or visual material to accommodate the learning styles and needs of blind, low vision, or deaf students.
2. The teacher could assign a peer mentor as a scribe for the written assignments or provide augmentative communication devices for those with communication disorders, physical disabilities, attention deficit disorders, or behavioural difficulties.
3. Peers may assist students for whom English is a second language.
4. The teacher might accommodate a student with language or hearing impairments with a signer or mediator to facilitate communication.
5. A thought organizer could be presented as a graphic to assist a learning disabled student.
6. The teacher could provide a check list of specific steps to follow for students with difficulties attending to tasks or organizational problems.

Activity #3: Fact, Opinion, and Reliability

Time: 450 minutes

Description

As a follow-up to Activity #1 on explicit and implicit meanings in texts, students will develop an understanding of the difference between fact and opinion. The students will develop the reading and thinking skills in order to recognize bias within texts. Texts will include newspaper and magazine articles and editorials, short essays from anthologies, and web sites.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of grade 9, students will:

- LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience.

Specific Expectations:

Students will:

- LI1.03B - describe a variety of reading strategies, and select and use them effectively, before, during, and after reading to understand texts;
- LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
- LI1.05D - analyse information, ideas, and elements in texts to make inferences about meaning;
- LI1.06D - use specific evidence from the text to support opinions and judgements;
- LI1.07D - explain how readers' different backgrounds might influence the way they might understand and interpret a text;
- LI1.08D - explain how the background of the author might influence the information and ideas in a text;
- LI2.03D - use knowledge of elements of short essays, such as introductions, thesis statements, topic sentences, supporting details, connecting words, and conclusions, to understand and interpret examples of the genre;
- WR1.04D - use the information and ideas generated by research to develop the content of written work;

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- WR2.01D - demonstrate an understanding of literary and informational forms, such as myths, poems, short stories, scripts, advertisements, formal letters, reviews, and supported opinion essays, by selecting and using forms of writing appropriate to different purposes and audiences;
 - WR3.03D - use a single controlling idea and connecting words to connect a series of paragraphs;
 - WR3.05D - structure expository paragraphs, using a topic sentence, supporting sentences to develop the topic, connecting words to link the sentences, and a concluding sentence;
 - WR3.06D - provide an introduction, body, and conclusion in written reports and short essays;✂
 - WR4.01D - revise drafts to ensure that ideas are adequately developed with relevant supporting details and to achieve clarity and unity;
 - WR4.03D - make constructive suggestions to peers;
 - WR4.04B - consider reactions from teachers, peers, and others in revising and editing written work;
 - WR5.04B - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;.
 - LG1.05D - recognize, describe, and use correctly in oral and written language the language structures of standard Canadian English and its conventions of grammar and usage;
 - LG1.06B - recognize, describe, and correct sentence errors in oral and written language;
 - LG1.07B - recognize, describe, and use correctly, in oral and written language, the conventions of standard Canadian English for spelling, capitalization, and punctuation;
 - MD1.01B - demonstrate critical thinking skills by identifying explicit and implicit messages in media works.

Planning Notes

- The teacher and students will gather news stories, opinion pieces, and editorials dealing with the same current event.
- The teacher and students will gather newspapers and magazines written for different audiences (e.g., cultural, geographical, or political). The teacher-librarian can co-plan this collection.
- The teacher will ensure that materials gathered are suitable for classroom use.
- The teacher and students will, where possible, reuse and recycle newspapers and magazines.
- the teacher will gather copies of an appropriate anthology which includes short articles and essays.
- The teacher will request assistance from the teacher-librarian and from the computer studies teacher, a student expert, community or parent volunteer, and book the cross-curricular computer lab, if available.
- The teacher will obtain or prepare a short expository essay outline.
- The teacher will obtain the rubrics and/or co-prepare them with the students. The graphic organizers, inventories, and media log for this activity should be preplanned. The teacher may use a problem solving model which focuses on defining a task, determining information-seeking strategies, locating and accessing information, using information, synthesizing the information, and evaluating the information.
- The teacher will need to plan collaboratively with their teacher-librarians to teach a lesson on using MLA citations for non-print media, especially web-sites.

Prior Knowledge Required

- The students will have an understanding of narrative points of view.
- The students will have an understanding of implicit and explicit messages.
- The students will have an understanding of web browsing strategies.

Teaching/Learning Strategies

Part A: The Article and the Short Essay in the Newspaper, Magazine, and Prose Anthology

1. The teacher will provide the evaluation rubrics, graphic organizer, inventory, and media log for this activity.
2. The teacher will provide a graphic organizer and demonstrate, with student participation, how a simple topic can be dealt with using this chart. A graphic organizer is used to list the facts as well as the feelings and associations about a topic.
3. The students will be given a news story and an editorial or opinion piece based on the same current event. The teacher may ask students to contribute these, and together choose the story and opinion piece to study.
4. The students will read the news story, identifying what information is given and the types of questions required to obtain this information (who, what, when, where, why, and how). Which of these questions are closed-ended? Which of these questions are open-ended? Which of these questions lead to facts (objective, precise, certain, verifiable)? Which of these questions lead to opinions (subjective, emotionally-loaded, personal, value judgments)?
5. The students will learn the difference between fact and opinion, and will identify the difference by charting the facts and opinions in both the news story and the editorial or opinion piece.
6. The students will explore the concept of authorship. What does the editorial/opinion piece reveal about the writer's values or beliefs? What factors contribute to an author's credibility?
7. The students will write a journal entry in response to these questions.
8. The students will study how the author of the editorial or opinion piece organized the piece of writing as a whole (introduction, body, and conclusion) and within each paragraph (topic sentence, supporting details, linking words, and a concluding sentence).
9. The students will write a supported opinion paragraph either summarizing their conclusions or stating their views on the same topic. They might include a description of the intended audience.
10. Extension: The students will explore the concepts of purpose and audience by comparing the treatment of the same current event by two different publications. The teacher should select sources that have a variety of purposes and audiences (such as cultural, geographical, and political). The local community newspaper or those of cultural or religious groups would be good resources.

Part B: Web Sites

1. Based on their readings above, or on additional short articles and essays read, students will choose a topic to research on the world wide web. The teacher may wish to provide a list of topics or may brainstorm with students an additional list that might include topics from their reading response journals, literature studied earlier in this course, and personal writing portfolio topics.
2. The students will keep a reflective media log during this activity which will include personal responses to media encountered in the course, personal viewing, and ideas from other courses.
3. The students will generate a list of questions, both closed-ended and open-ended, pertaining to their topic (using who, what, when, where, why, and how), which they will answer during their research.
4. The students will visit at least two web sites dealing with their topic and cite their sources correctly based on the MLA style guide, after a lesson provided by the teacher-librarian.
5. The students will gather information to answer their questions.
6. The students will prepare a short oral report in which they clearly and accurately share their findings with the class. They will design visual aids (e.g., overhead graphic organizer, such as a web map or a herringbone note, or a WordPerfect Presentation/HyperStudio/MS Publisher production).

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7. The students will re-examine each web site and answer the following questions to assess the quality of the sites: Who created the web site? Is the author identified? Is the author known? How? When was the item posted? What is the purpose of this site? Is this site used to inform, to persuade, or both? Who is the audience? How is this shown? What ways is it aesthetically pleasing? How might this influence a “reader”? Does the domain (.gov, .edu, .com, .org, .net) suggest that the site is reliable or unreliable? Explain. Has this site been reviewed by an online reviewing agency or rated by the browser? How was it rated? What comments were made? Are there facts or opinions in the site? How do you know? How did you decide? Is there positive or negative bias? Support your answer.
 8. Based on the information gathered, the students will draw conclusions about the reliability of the two web sites. The students will determine which web site is more reliable, more factual, less opinionated, and then prepare and share a comparison chart with the class.
 9. The students will write a short expository essay, using the information gathered. It will include an introductory paragraph, body paragraphs, linking words between paragraphs, and a conclusion.
 10. The students will revise, edit, and proofread their essays using the writing process, including peer evaluation.

Assessment/Evaluation

1. Formative:
 - teacher observation inventory
 - graphic organizers - web map, herringbone note
 - WordPerfect Presentation/HyperStudio/MSPublisher production
 - Response Journal check list or rubric
 - peer evaluation of comparison chart and oral presentation
2. Summative:
 - oral presentation rubric
 - supported-opinion paragraph rubric
 - short essay evaluation rubric
 - media log
 - sight test based on two related articles asking for comparison, supported-opinion analysis, and a personal response using a particular style for an intended audience (WR3.06D)

Resources

- Anderson, N. Media Works. Toronto: Oxford University Press, 1989.
- Andersen, N., G. Marcuse and J. Pungente. Scanning Television. Toronto: Harcourt Brace, 1997.
- Association for Media Literacy. Anthology. Toronto: Theatre Books.
- Booth, D., B. Cameron and P. Lashmar. The Writing Programme 9. Toronto: Globe/Modern Curriculum Press, 1987.
- Cable in the Classroom. 360 Albert St., Suite 1030, Ottawa, Ontario K1R 7X7. 3 editions/year. Free from your cable company.
- Carpenter, D., and W. Smart. Media Images and Issues. Don Mills: Addison Wesley, 1989.
- Davies, R., and G. Kirkland. Imagining, Second Edition. Toronto: Gage Educational Publishing Co., 1990.
- Duncan, B., et al. Mass Media and Popular Culture 2. Toronto: Harcourt Brace, 1996.
- Durham Board of Education. Information and Electronic Literacy, INF 3A1. A credit course approved by the Ministry for Grade 11.
- Eisenberg, M., and R. Berkoqitz. Information Problem-Solving: The Big Six Approach to Library and Information Skills Instruction. Norwood, NJ: Ablex Publishing Corp., 1990.
- Green, J., N. Little and B. Protheroe. Your Voice and Mine: Book 1. Toronto: Holt, Rinehart and Winston of Canada Ltd., 1987.
- Livesley, J., and J. Pungente. Meet the Media. Toronto: Prentice Hall Globe Modern, 1990.

McClymont, C., D. Stone and G. Mowbray. *Features*. Scarborough: Nelson Canada, 1991.
Media Awareness Network. <http://www.schoolnet.ca/medianet/eng/> and
www.interact.uoregon.edu/MediaLit/homepage
Spitzer, Eisenberg and Lowe. *Information Literacy: Essential Skills for the Information Age*.
ERIC Clearinghouse on Information & Technology, 1998.
Toronto Board of Education. *Responding to Media Violence*. Toronto: Author, 1997.
Waterloo County Board of Education. *Media Construct Reality*. Waterloo: Author, 1995.
Worsnop, C. *Popular Culture*. Toronto: McGraw-Hill Ryerson Ltd., 1994.
Worsnop, C. *Screening Images for Media Education*. Mississauga: Wright Communications,
1994.
Newspaper in Education Program, through local newspapers, provides current newspapers at low
cost for classroom use

Accommodations

1. The teacher might provide a step-by-step outline for students with learning disabilities and behavioural problems (e.g., impulsive, compulsive).
2. Peer mentors, assistants, or community or parent volunteers could provide taped readings for students with visual impairments or learning disabilities.
3. The teacher could pair students to assist with tasks to accommodate students with cultural differences or learning disabilities.
4. The teacher could alter the mode of student presentation to accommodate students with physical disabilities, learning disabilities, and behavioural problems (e.g., present to a smaller audience, present on video or audio tape, visual presentation in place of oral presentation for a student with a speech impairment).

Activity #4: Language of Print Advertisements

Time: 375 minutes

Description

In order to develop an understanding of how advertisers use language, students will collect samples of magazine advertising that strongly rely upon language. As a follow-up to the previous activity on fact, opinion, and reliability, students will analyse how advertisers present information that is both factual and opinionated, using persuasive language, including appropriate parts of speech and syntax, to attempt to sell their products. In the process, the students will examine the purpose and the audience for the advertisements. Also, the students will determine the reliability of the information in the advertisements.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, the students will:

- LIV.03B - identify and explain the effect of specific elements of style in a variety of literary and informational texts;
- LGV.02B - 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;
- MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

The students will:

- LI1.07D - explain how readers' different backgrounds might influence the way they understand and interpret a text;
- LI1.08D - explain how the background of the author might influence the information and ideas in a text;
- LI3.01D - explain how authors use diction and phrasing to achieve particular effects in their writing;☞
- WR1.04D - use the information and the ideas generated by research to develop the content of written work;
- WR5.05D - use parts of speech correctly: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions and interjections;
- LG1.02B - identify and explain examples of slang, jargon, dialect, and colloquialism, as well as of standard Canadian English in texts and in their own oral and written work;
- LG1.04B - select words and phrases appropriate to informal and formal styles, to suit the purpose and intended audience of oral and written work;
- MD1.04D - identify factors that influence media production and distribution, and explain the effect of these factors on specific media works;
- MD2.02D - create media works for different purposes, and explain how each has been designed to achieve its particular purpose.

Planning Notes

- The teachers and students will collect a supply of magazines for use in the classroom and arrange recycling the remains, if possible.
- The teacher will ensure that the magazines and their advertisements are suitable for classroom use.
- The teacher will select two or three examples of advertisements using effective rhetoric to show the class before the students collect their own advertisements.
- The teacher will use this activity as a context for teaching the parts of speech and syntax.
- The teacher will obtain and/or prepare rubrics and the assignment sheet for this activity.

Prior Knowledge Required

- The teacher will review such rhetorical techniques as figurative language, sound devices, diction, and syntax.
- The students will know the concepts of fact, opinion, and reliability.

Teaching/Learning Strategies

1. The teacher will provide the rubric and the project assignment sheet for this activity.
2. The students will be shown how to cite sources for advertisements.
3. The students will prepare a scrapbook of five examples of print advertisements that strongly rely upon the use of language. The teacher may wish to limit the choice of advertisements to one particular product (e.g., perfumes or automobiles).
4. The students will properly cite the source of each advertisement.
5. In pairs, the students will determine the purpose and the audience for, and the reliability of, the messages by studying the language in the advertisements. The students will identify the parts of speech and the syntax, the rhetorical techniques (e.g., rhythm, rhyme, repetition, contrast, hyperbole, connotation), and types of non-standard language (e.g., slang, jargon, dialect, colloquialism) used in the advertisements. The students will analyse how the language used helps to identify the purpose, the audience, the reliability, bias, and the values suggested in each advertisement.
6. The students will write a supported opinion paragraph for each advertisement, explaining their findings.

7. In pairs, the students will create a print advertisement that relies on the effective use of rhetorical devices and language to promote a product or service.
8. Extension: The students will compare how language choices change when the medium changes by examining how a specific product is advertised in different forms of media or web sites.
9. Extension: The students will invite a person from the advertising industry to talk about the use of language in advertising. They will write a letter of invitation, introduce and thank the speaker, and write a letter of thanks.

Assessment/Evaluation Techniques

1. Formative:
 - pair work rubric
 - project assignment sheet with due dates and marking criteria (LI3.01D)
2. Summative:
 - supported opinion paragraph rubric
 - creative project rubric

Resources

- Bartlett, Gillian. Writing Power 2. Toronto: McGraw Hill Ryerson, 1981.
- Donaldson, C. The Communications Handbook, Second Edition. Scarborough: Nelson Canada, 1996.
- Ellsworth, B., A. Keller. English Simplified, Third Canadian Edition. Scarborough: HarperCollins College Publishers, 1996.
- Fitton, C., and D. McBeath. Sentence Combining: Choices in Writing. Scarborough: Prentice-Hall Canada Inc., 1991.
- Gardner, J., T. Palmer and J. Shallhorn. The Reading Edge. Toronto: OSSTF, 1987.
- Making the Grade: Evaluating Student Progress. Scarborough: Prentice-Hall Canada Inc., 1991.
- Ontario Ministry of Education. Media Literacy Resource Guide. Toronto: Queen's Printer, 1989.

Accommodations

1. The teacher could keep a collection of finished products at the different levels of achievement as guides for students who think holistically or who need structure.
2. The teacher could arrange a scribe for visually or physically impaired students.
3. Teachers could use peer mentors to assist with language translation and cultural issues.
4. The teacher might consider altering the mode of presentation to accommodate the particular needs of students with behavioural, physical, and learning disabilities.

Activity #5: A Model Culminating Activity

Time: 450 minutes

Description

This research activity is designed as a model to draw together the key learnings from the previous four activities. Some teachers may decide not to use the culminating activity, but will rely on the previous four activities to consolidate all the expectations for the unit.

This sample topic, “Shakespeare and his Times” is appropriate for a grade nine academic class where a Shakespearean play is the major work studied. It may be used as an introductory activity or a concurrent activity in Unit #2: Dramatic Forms and Voices. Alternatively, this activity could be the vehicle for a study of the history of the English language.

Strands and Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.01D - read and demonstrate an understanding of a variety of literary and informational texts, from contemporary and historical periods;
- WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience;
- MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

Students will:

- LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts from different cultures and historical periods and in a variety of genres including novels, short stories, plays, poems, biographies, short essays, articles from newspapers, magazines, and encyclopaedias;
- LI1.04D - locate explicit information and ideas in texts to use in developing opinions and interpretations;
- LI1.05D - analyze information, ideas, elements in texts to make inferences about meaning;
- LI1.06D - use specific evidence from a text to support opinions and judgements;
- WR1.01D - investigate potential topics by formulating questions, identifying information needs, and developing research plans to gather data;✎
- WR1.02D - locate and summarize information from print and electronic sources, including vertical files, periodicals, dictionaries, encyclopaedias, electronic news groups, e-mail messages, and electronic data bases;
- WR1.03D - group and label information and ideas; evaluate the relevance, accuracy, and completeness of the information and ideas; and discard irrelevant material;
- WR1.04D - use the information and ideas generated by research to develop the content of written work;
- WR3.03D - use a single controlling idea and connecting words to structure a series of paragraphs;
- WR5.01D - identify sources of ideas, information, and quotations in writing and independent research projects;
- LG2.01D - communicate orally in group discussions for different purposes, with the focus on identifying key ideas and supporting details, distinguishing fact from opinion, asking clarifying questions, and following instructions;
- LG2.02D - communicate in group discussions by sharing the duties of the group, speaking in turn, listening actively, taking notes, paraphrasing key points made by others, exchanging and challenging ideas and information, asking appropriate questions, reconsidering their own ideas and opinions, managing conflict, and respecting the opinions of others;
- MD2.02D - create media works for different purposes and explain how each has been designed to achieve its particular purpose.

Planning Notes

- The teacher will obtain and/or prepare the chart and the rubrics for this activity, with student input.
- The teacher will book cross-curricular computer lab facilities, if available.

- The teacher will collaborate and co-plan with the teacher-librarian, computer studies teacher, and community experts to deliver this activity.

Prior Knowledge Required

- the knowledge and skills in Activities 1–4

Teaching/Learning Strategies

1. Each student chooses a topic from the list that follows.
2. The students create five good questions about their topic to focus their research.
3. The students brainstorm possible resources: print, electronic, human. This chart summarizes the resources that the teacher may consider in the design of this information-gathering activity.

Print Sources	Computer Resources	Audio-Visual Sources	Human Resources
vertical file non-fiction books encyclopaedia almanacs yearbooks periodicals indices biographical dictionaries books of quotations directories pamphlets	CD-ROMs online data bases World Wide Web	videos compact discs cassettes multimedia kits films	e-mail interviews surveys

4. The students will find at least three resources, and research their topic.
5. The students will correctly cite sources and take notes.
6. The students will use their notes to create an outline to organize the information for their final product.
7. The students will use the writing process to prepare a polished piece of expository writing.
8. The students will rewrite their exposition as if it were a document of the times, using the conventions of Elizabethan English.
9. The students will collaborate to compile their research, and present their work in a media form such as an Elizabethan newspaper.

Topics

Part A: Everyday Life

For these topics, the students will have to read, learn, and write about the living conditions of the late 1500s and early 1600s.

1. Write diary entries describing several days in the life of a person from a specific class in Shakespearean England.
2. You are the Chief Medical Officer in London. Write a weekly report on the bubonic plague (the Black Death). Be sure to date your report. Include your recommendations for the citizens.
3. You are suddenly taken back to Shakespearean England and are surprised at how differently women are treated. Write a speech which you would give to group of women in the year 1600.
4. Write a journal as a teenager living in a small town in England in the year 1600. Why might you want to move to London? Why might you choose to stay away from London?

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- Pick an historical event from the Elizabethan era (military, social, individual), and cover this event as a newspaper reporter in the 1600s.

Part B: Arts and Leisure

- You are a sports writer. Write a report about sports in Elizabethan England.
- You are a fashion editor for a London newspaper. Write an article on men's or women's fashion during the time of Shakespeare.
- If you were a D.J. and were transported back to Shakespeare's England, what types of music would you have to play? How would the music be different from the music we hear today? Write the comments you would use to introduce at least five pieces of music.

Part C: William Shakespeare

- Write Shakespeare's obituary for the Stratford newspaper and highlight his accomplishments.
- As Shakespeare, compile diary entries of the most important events in your life. Make your compilation 10–15 entries in length.
- Research the type of heroines in Shakespeare's plays. What were they like? How were they unusual for their time?
- You are the society reporter assigned to cover William Shakespeare's wedding. Write the column.

Part D: Theatre

- You are a newspaper reporter assigned to cover the opening of the new Globe theatre. Write a news story.
- You are an architect and have been asked to design a new theatre. Make your plans, and write a letter explaining your proposal.
- You are a student in London who has just attended your first performance, of one of Shakespeare's plays. Write a letter to your parents describing your impressions of the theatre, the performance, and the actors.
- Design a brochure advertising the new Globe theatre and announcing its opening.

Assessment/Evaluation Techniques

- Formative: - student questions, research and note-taking chart, and outline (WR1.01D)
- Summative: - exposition rubric
- media product rubric
- group work rubric

Resources

- A wide range of print, electronic, and human resources.
- A Shakespearean text that provides text in modern English and Shakespearean English.
- Specialized dictionaries.

Accommodations

- The teacher could pair students or provide an educational assistant to accommodate students with physical disabilities and/or learning disabilities.
- Prepared questions could be provided for students needing comprehension or organizational strategies.
- The teacher could allow alternative forms of presentation (e.g., storyboard, overhead transparencies, WordPerfect Presentation/HyperStudio/MS Publisher) to accommodate gifted students' needs for differentiated learning.

Grade 9 Rubric
Culminating Activity for Unit 4: Informational Forms and Voices

Category	Level 1	Level 2	Level 3	Level 4
Group Interaction	<ul style="list-style-type: none"> requires constant prompting to stay on task expresses ideas in a way that is insensitive to the feelings or knowledge base of others weak listening skills – easily distracted 	<ul style="list-style-type: none"> participates in group interaction with prompting sometimes expresses ideas and opinions appropriately listens but may be distracted 	<ul style="list-style-type: none"> participates in group interaction without prompting expresses ideas in a way that is sensitive to the feelings and knowledge base of others listens with no interruptions 	<ul style="list-style-type: none"> actively promotes effective group interaction always sensitive to the ideas and opinions of others actively listens and responds appropriately
Group Roles	<ul style="list-style-type: none"> rarely performs a role in the group distracts others from their roles 	<ul style="list-style-type: none"> makes an attempt but requires assistance to perform a role in the group commitment to the group goals is inconsistent 	<ul style="list-style-type: none"> effectively performs the assigned role in the group communicates a commitment to the group goals 	<ul style="list-style-type: none"> demonstrates ability to perform multiple group roles volunteers to help others
Research Skills	<ul style="list-style-type: none"> research includes a limited use of resources relevancy of materials collected is lacking 	<ul style="list-style-type: none"> research includes less than the required amount of information investigation includes some materials that are relevant 	<ul style="list-style-type: none"> research includes information from three different sources of information investigates and records relevant information from a variety of sources 	<ul style="list-style-type: none"> research includes a variety of multiple sources of information relevancy of information collected is creative
Organization of Presentation	<ul style="list-style-type: none"> poor organization with limited preparation lacks connection between ideas and examples 	<ul style="list-style-type: none"> organization is attempted but is incomplete needs additional connections between ideas and examples 	<ul style="list-style-type: none"> organization has a clear beginning, middle, and end ideas and examples are logically related 	<ul style="list-style-type: none"> organization is clear and creative creative use of ideas, examples, and resources
Delivery	<ul style="list-style-type: none"> words unclear voice monotonous speaks too quickly or slowly with inappropriate pausing little attempt to interest the audience responds minimally to the audience 	<ul style="list-style-type: none"> some words unclear voice rarely varied speaks too quickly or slowly at times with little pausing for emphasis some attempt to engage the audience responds hesitantly to the audience 	<ul style="list-style-type: none"> most words clear voice often varied generally speaks at correct speed; frequent pausing for emphasis engages audience to be receptive responds capably to the audience 	<ul style="list-style-type: none"> words clear voice varied speaks at correct speed; effective pausing for emphasis body language enhances message engages audience to be responsive responds insightfully to the audience
Media Product (such as a newsletter) NOTE: the “purpose” refers to the intent of the product (such as to inform, to advertise)	<ul style="list-style-type: none"> lacks clarity and focus with little attempt to achieve the purpose final product is not neat and lacks necessary detail limited use of language, with little consideration of the audience 	<ul style="list-style-type: none"> states the purpose but does not effectively achieve it final product’s appearance has limited impact suitable use of language, with some consideration of the audience 	<ul style="list-style-type: none"> is focused, clear, and authentically achieves the purpose final product’s appearance is attractive and engaging convincing use of language, appropriate for the audience 	<ul style="list-style-type: none"> is focused, clear, and authentic, and creatively achieves the purpose final product’s appearance is uniquely engaging varied use of language in a creative and persuasive manner, appropriate for the audience

Unit #5 Finding Our Voices

Time: 25 hours

Unit Developers

Development Date May–July 1999

Unit Description

Finding Our Voices is a culminating activity to practise the skills of narration, poetry, drama, media, and research. Students will move beyond their immediate personal experience to explore literature and media that reveal the stories, ideas, and opinions of other time periods or cultures. This unit could focus on the literature of a particular region or country, for example the Maritimes, the Caribbean, or Australia. It could explore a specific theme or motif, such as the role of the hero, the outsider, or Aboriginal rights, or speaking out against injustice. Alternatively, this unit could be designed to develop an understanding of a genre: science fiction, mythology, or adventure. The students will develop and record their thoughts, ideas, and feelings about significant issues in a variety of personal responses, as well as in exposition and creative works. By the end of this unit, students will better understand themselves in a diverse society through cross-curricular learning.

Strands & Expectations

Strands: Literature Studies and Reading, Writing, Language, and Media Studies

Overall Expectations:

At the end of Grade 9, students will:

- LIV.01D - read and demonstrate an understanding of a variety of informational texts;
- LIV.02D - demonstrate an understanding of the elements of a variety of literary and informational forms, with a focus on plays, short stories, and short essays;
- WRV.01D - use a variety of print and electronic sources to gather information and explore ideas for their written work;
- WRV.02D - identify the literary and informational forms suited to various purposes and audiences and use the forms appropriately in their own writing, with an emphasis on supporting opinions or interpretations with specific information;
- WRV.05D - edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation conventions of standard Canadian English, with the support of print and electronic resources when appropriate;✎
- WRV.04D - revise their written works independently and collaboratively with a focus on support for ideas, accuracy, clarity, and unity;
- LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose of the audience;
- LGV.02B - 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;
- MDV.01D - use knowledge of the elements, intended audience, and production practices of a variety of media forms to analyse specific media works.

Specific Expectations:

Students will:

- LI1.01D - describe information, ideas, opinions, and themes in print and electronic texts they have read during the year from different cultures and historical periods and in a variety of genres, including novels, short stories, plays, poems, biographies, short essays, and articles from newspapers, magazines, and encyclopaedias;
- LI1.02D - select and read texts for different purposes, with an emphasis on recognizing the elements of literary genres and the organization of informational

materials, collecting and assessing information, responding imaginatively, and exploring human experiences and values;

- LI1.07D - explain how readers' backgrounds might influence the way they understand and interpret text;
- WR5.02B - select the publication method or vehicle most accessible or appealing to the intended audience;
- WR5.03D - assess their facility with the writing process, documenting their use of different genres and forms in personal and assigned writing and identifying goals for writing improvement and growth;
- WR5.04B - edit and proofread their own and others' writing;
- LG1.03B - describe a variety of reading strategies and select and use them effectively before, during, and after reading to understand texts;
- LG1.05D - use the structures of standard Canadian English;
- LG2.02D - use knowledge of elements of the short story, such as plot, characterization, setting, conflict, theme, mood, and point of view, to understand and interpret examples of the genre;
- MD2.01D - adapt a work of literature to another media form and determine what aspects have been strengthened and/or weakened by the adaptation.

Activity Titles

Activity 1	Feeling the Pressure	150 minutes
Activity 2	Inner Voices	150 minutes
Activity 3	Protest Around the World	150 minutes
Activity 4	Shaping Your Thoughts	150 minutes
Activity 5	I'm Unique!	150 minutes
Activity 6	Is It Worth The Fight?	150 minutes
Activity 7	The Culminating Activity	600 minutes

Unit Planning Notes

- Collaborate with the teacher-librarian to gather resources on important individuals of the past and present from magazines, books, Internet sites, newspapers, and documentary films.
- Make use of community expertise: ethnocultural groups, librarians, police and firefighters, writers, theatre guilds, businesses, historical societies, churches, and retired teachers.
- Draw on the expertise of the school board's Professional Support Staff: social workers, probation officers, child care workers, attendance counsellors, speech and language pathologists, psychometrists, and public health care workers.
- Create a library of short videos about violence and peer pressure and related articles from newspapers and magazines.
- Examine careers and research them with the assistance of the Guidance Department.

Prior Knowledge Required

- This is a culminating unit. It is expected that students will have mastered the skills taught in Units 1–4.

Teaching/Learning Strategies

This is an integrated unit which reviews and uses many of the teaching and learning strategies of Units 1–4:

- critical viewing of video essays and documentaries
- writing in role
- debating

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- persuasive writing and opinion papers
 - interviews
 - essays
 - reports
 - presentations
 - novel study
 - production of portfolios and anthology
 - self-evaluation and reflection
 - course evaluation
 - reading magazines and newspapers

Assessment/Evaluation

Assessments will be developed for all four strands and will include rubrics (WRV.04B), checklists, peer- and self-evaluation. This unit could be used as a culminating activity which fulfills the 30% final evaluation criteria.

Resources

Multicultural Anthologies

“Antiracism and Ethnocultural Resources,” Bibliography 99-3, published by the Terry James Resource Centre, Upper Grand District School Board (includes an overview of themes and titles like: “Untie the Knot and Prejudice: a literature based anti-racist education resource kit,” “Brother Eagle, Sister Sky, Malcolm’s Village, Looking at the Environment, 1992 and Beyond,” Our Family, Our Friends, Our World: an annotated Guide to Significant Multicultural Books for Child and Teenagers.)

Armstrong, S. Far and Wide: Essays From Canada. Scarborough: ITP Nelson, 1994. ISBN 0-17-60475-0

Barry, J. Global Safari: Reflections in World Literature. Toronto: Nelson, 1994. ISBN 0-17-603980-5

Barlowe-Kedves, A., et al. Resourcelines. Toronto: Prentice Hall, 1999. (In press) ISBN 0-13012922-4

Barlowe-Kedves, A., et al. Sightlines 9. Toronto: Prentice Hall, 1999. (In press) ISBN 0-13012906-2

Borovilos, J. Breaking Free: A Cross Cultural Anthology. Scarborough: Prentice-Hall, 1994. ISBN 0-13-307430-7

Toutant, A. Endless Possibilities. Don Mills: Oxford, 1999. ISBN 19-54-173644

Guidance and Career Education

Bell, L. M. (Ed.) Power Learning: Steps to Success. Guelph, Wellington County Board of Ed., 1992.

First Folio Resource Group, Inc. Take Our Kids To Work: Teacher’s Resource. Toronto: The Learning Partnership, 1997.

Misner, J. and S. Kearns. Exploring Your Horizons: Career and Personal Planning. Toronto: McGraw-Hill Ryerson, 1998. ISBN 0-07-551-392-7

Cook, D. and P. Auty. Focus on The Future: Grade 9 Guidance Curriculum. Peel Board of Education, Sept. 1986.